DOCUMENT RESUME

ED 230 012 EC 152 579

AUTHOR Livingston-White, Deborah J. H.
TITLE 1981 Follow-Up Study of Students Enrolled and Previously Enrolled in the Michigan School for the Blind and the Michigan School for the Deaf.
INSTITUTION Michigan State Dept. of Education, Lansing. Div. of Special Education.
PUB DATE Apr 83
NOTE 113p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (61st, Detroit, MI, April 4-8, 1983).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Blindness; Deafness; Elementary Secondary Education; Followup Studies; *Hearing Impairments; Parent Attitudes; *School Districts; *Special Schools; *State Schools; *Visual Impairments
IDENTIFIERS *Michigan School for the Blind; *Michigan School for the Deaf

ABSTRACT

A followup study of currently and previously enrolled students of the Michigan School for the Blind (MSB) and the Michigan School for the Deaf (MSD) is reported. Eligibility guidelines, services, enrollment, costs, and nature of the student body at each institution are described. Development and use of four questionnaires to evaluate eight research questions (nature of handicaps, appropriateness of placement, availability of educational services, transfer of learning, reasons for placement, reasons for leaving, benefits of state programs, and benefits of local school programs) are described. Among findings considered are that Ss currently attending MSB have a greater multiplicity of handicapping conditions in conjunction with more severe visual loss than previously enrolled Ss; that 92 percent of parents surveyed felt their children were appropriately placed whether enrolled in state schools or local education agencies; that few benefits were reported as exclusive provisions of local education agency programs compared to state school services for vision and hearing students; and that rehabilitation agencies worked with a large percentage of students graduating from state schools. It was concluded that the state schools provide unique services which some local education programs are not currently providing. Cover letters and questionnaires are appended. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED230012

1981 FOLLOW-UP STUDY OF STUDENTS ENROLLED AND PREVIOUSLY ENROLLED IN THE MICHIGAN SCHOOL FOR THE BLIND AND THE MICHIGAN SCHOOL FOR THE DEAF

by

Deborah J. H. Livingston-White

MICHIGAN DEPARTMENT OF EDUCATION

ANALYSIS, PLANNING AND TECHNICAL ASSISTANCE PROGRAM

SPECIAL EDUCATION SERVICE AREA

FEBRUARY, 1982

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Deborah Livingston-White

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC153579

CONTENTS

		PAGE
CHAPTER ONE:	INTRODUCTION	1
	Statement of the Problem	1
	Purpose of the Study	2
CHAPTER TWO:	REVIEW OF THE LITERATURE	3
	Description and Purpose of Follow-Up	3
	Michigan School for the Blind	4
	Michigan School for the Deaf	8
	Enrollment and Costs of the Michigan State Schools	13
	The Commission for the Blind and the Michigan Rehabilitation Services	16
CHAPTER THREE:	METHODS AND PROCEDURES	17
	Populations	17
	Data Collection	21
	Instrumentation	22
CHAPTER FOUR:	FINDINGS FOR ENROLLED AND PREVIOUSLY ENROLLED STUDENTS OF THE MICHIGAN SCHOOL FOR THE BLIND	24
CHAPTER FIVE:	FINDINGS FOR MUTUAL CLIENTS OF THE MICHIGAN COMMISSION FOR THE BLIND AND MICHIGAN SCHOOL FOR THE BLIND	47
CHAPTER SIX:	FINDINGS FOR ENROLLED AND PREVIOUSLY ENROLLED STUDENTS OF THE MICHIGAN SCHOOL FOR THE DEAF	50
CHAPTER SEVEN:	FINDINGS FOR MUTUAL CLIENTS OF THE MICHIGAN REHABILITATION SERVICES AND THE MICHIGAN SCHOOL FOR THE DEAF	75
CHAPTER EIGHT:	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	79
	Summary of Findings	79
	Conclusions	80
	Recommendations for Future Research	81
BIBLIOGRAPHY		82
APPENDIX A-D		85

CHARTS AND TABLES

CHARTS — PAGE

CHART 1: DISTRIBUTION OF HEARING LOSS FOR MSD STUDENTS 10

CHART 2: ENROLLMENT AT MICHIGAN SCHOOL FOR THE BLIND AND MICHIGAN SCHOOL FOR THE DEAF 14

CHART 3: TOTAL COSTS FOR SPECIAL EDUCATION - MICHIGAN SCHOOL FOR THE BLIND AND MICHIGAN SCHOOL FOR THE DEAF. 15

TABLES

TABLE I-A: COMPARISON OF THE STUDY SAMPLE OF STUDENTS WHO ARE CURRENTLY ENROLLED AND PREVIOUSLY ENROLLED AT THE MICHIGAN SCHOOL FOR THE BLIND BY AGE AND SEX. 18

TABLE I-B: COMPARISON OF THE STUDY SAMPLE OF STUDENTS WHO ARE CURRENTLY ENROLLED AND PREVIOUSLY ENROLLED AT THE MICHIGAN SCHOOL FOR THE DEAF BY AGE AND SEX 18

TABLE II: QUESTIONNAIRES RETURNED FOR STUDENTS WHO HAVE ATTENDED THE MICHIGAN SCHOOL FOR THE BLIND 24

TABLE III: PRIMARY IMPAIRMENT OF STUDENTS ENROLLED AT MSB AND STUDENTS PREVIOUSLY ENROLLED IN MSB. 27

TABLE IV: SECONDARY HANDICAPPING CHARACTERISTICS OF STUDENTS ENROLLED IN MSB AND STUDENTS PREVIOUSLY ENROLLED IN MSB. 28

TABLE V: A COMPARISON OF MULTIPLICITY OF HANDICAPPING CHARACTERISTICS BETWEEN STUDENTS ENROLLED IN MSB AND STUDENTS PREVIOUSLY ENROLLED IN MSB 29

TABLE VI: COMPARISON OF SEVERITY OF VISUAL IMPAIRMENTS BETWEEN STUDENTS ENROLLED IN MSB AND STUDENTS PREVIOUSLY ENROLLED IN MSB . . 30

TABLE VII: COMPARISON OF PERCEPTIONS REGARDING APPROPRIATENESS OF CURRENT PLACEMENT OF VISUALLY IMPAIRED STUDENTS 33

TABLE VIII: COMPARISON OF EDUCATION SERVICES, SKILL INSTRUCTION, AIDS AND DEVICES PROVIDED TO STUDENTS AT THE MICHIGAN SCHOOL FOR THE BLIND COMPARED TO THOSE PROVIDED IN SPECIAL EDUCATION PROGRAMS IN LOCAL SCHOOL DISTRICTS. 35

TABLE IX: COMPARISON OF LEA STAFF AND PARENTS ON TRANSFER OF LEARNING FOR SKILLS TAUGHT AT MSB FOR STUDENTS ENROLLED IN LOCAL SCHOOL PROGRAMS 37

TABLE X: RATIONALE FOR PLACEMENT OF STUDENTS AT MICHIGAN SCHOOL FOR THE BLIND 39

TABLE XI: RATIONALE FOR DEPARTURE OF PREVIOUSLY ENROLLED STUDENTS FROM MICHIGAN SCHOOL FOR THE BLIND. 41

TABLE XII: COMPARISON OF PERCEPTIONS AMONG MSB STAFF, LEA STAFF AND PARENTS ON STUDENT BENEFITS FROM EDUCATIONAL EXPERIENCE AT MSB. 43

TABLES PAGE

TABLE XIII: BENEFITS OF MICHIGAN SCHOOL FOR THE BLIND THAT ARE NOT AVAILABLE IN LEA PROGRAMS 44

TABLE XIV: BENEFITS OF LOCAL PROGRAMS THAT ARE NOT AVAILABLE AT MICHIGAN SCHOOL FOR THE BLIND 46

TABLE XV: STATUS OF MUTUAL CLIENTS OF THE COMMISSION FOR THE BLIND AND THE MICHIGAN SCHOOL FOR THE BLIND, 1975-1980. 48

TABLE XVI: MUTUAL CLIENTS OF THE COMMISSION FOR THE BLIND AND THE MICHIGAN SCHOOL FOR THE BLIND, 1975-1980 - ACTIVE CASES . . 48

TABLE XVII: QUESTIONNAIRES RETURNED FOR STUDENTS WHO HAVE ATTENDED THE MICHIGAN SCHOOL FOR THE DEAF. 50

TABLE XVIII: PRIMARY IMPAIRMENT OF STUDENTS ENROLLED IN MSD AND STUDENTS PREVIOUSLY ENROLLED IN MSD. 53

TABLE XIX: SECONDARY HANDICAPPING CHARACTERISTICS OF STUDENTS ENROLLED IN MSD AND STUDENTS PREVIOUSLY ENROLLED IN MSD. 54

TABLE XX: A COMPARISON OF MULTIPLICITY OF HANDICAPPING CHARACTERISTICS BETWEEN STUDENTS ENROLLED IN MSD AND STUDENTS PREVIOUSLY ENROLLED IN MSD 55

TABLE XXI: DISTRIBUTION OF HEARING LOSS FOR MSD STUDENTS 58

TABLE XXII: COMPARISON OF PERCEPTIONS REGARDING APPROPRIATENESS OF CURRENT PLACEMENT OF HEARING IMPAIRED STUDENTS. 60

TABLE XXIII: SPECIAL EDUCATION SERVICES, SKILL INSTRUCTION, AIDS AND DEVICES PROVIDED BY THE MICHIGAN SCHOOL FOR THE DEAF AND THE LOCAL SCHOOL DISTRICTS. 62

TABLE XXIV: COMPARISON OF PERCEPTIONS OF LEA STAFF AND PARENTS REGARDING TRANSFER OF LEARNING FOR PREVIOUSLY ENROLLED STUDENTS . . . 64

TABLE XXV: RATIONALE FOR PLACEMENT OF STUDENTS AT MICHIGAN SCHOOL FOR THE DEAF. 66

TABLE XXVI: RATIONALE FOR DEPARTURE OF STUDENTS FROM MICHIGAN SCHOOL FOR THE DEAF FOR PREVIOUSLY ENROLLED STUDENTS 68

TABLE XXVII: COMPARISON OF PERCEPTIONS AMONG MSD STAFF, LEA STAFF AND PARENTS ON STUDENT BENEFITS FROM EDUCATIONAL EXPERIENCE AT MSD. 71

TABLE XXVIII: BENEFITS OF MICHIGAN SCHOOL FOR THE DEAF THAT ARE NOT AVAILABLE IN LEA PROGRAMS 72

TABLE XXIX: BENEFITS OF LOCAL EDUCATION AGENCY PROGRAMS THAT ARE NOT AVAILABLE AT MICHIGAN SCHOOL FOR THE DEAF 74

TABLE XXX: STATUS OF MUTUAL CLIENTS OF THE MICHIGAN REHABILITATION SERVICES AND MICHIGAN SCHOOL FOR THE DEAF, 1975-1979. . . . 75

TABLE XXXI: OPEN CASES OF MICHIGAN REHABILITATION SERVICES (APRIL 1981) WHO WERE GRADUATES OF MICHIGAN SCHOOL FOR THE DEAF FROM 1975 TO 1979. 76

CHAPTER ONE

INTRODUCTION

STATEMENT OF THE PROBLEM

With the least restrictive environment mandates of federal and state legislation (P.L. 94-142, the Education for All Handicapped Children Act, and P.A. 451, Michigan Mandatory Special Education Laws respectively) and the spiraling costs of providing special education programs and services to handicapped children, it has become necessary to periodically examine the continuum of services and the efficacy of these programs. The two state operated schools, the Michigan School for the Blind and the Michigan School for the Deaf, provide residential placement and are considered among the most restrictive* settings in the continuum of special education (1). It should be noted that such an environment may be necessary to provide an appropriate program for students with unique characteristics. For some students, the state school may serve as a temporary placement. Placement in a particular setting must be "most appropriate" and, at the same time, "least restrictive" for the children involved in the learning process. As the students learn and grow, alternative placements which seem more appropriate and less restrictive must be considered.

There is a growing concern that the state schools may no longer have a viable role in the service delivery system, since they may in fact be a duplication of programs and services recently developed in intermediate and local school districts. Further, there is concern that because of the remoteness of the state schools from the home and school of the child, these residential schools are too restrictive and contradictory to the intent and spirit of federal and state legislation. Cost effectiveness for the continuation of these programs is also of primary concern.

*Most restrictive - more restrictive than self-contained classroom in home district.

PURPOSE OF THE STUDY

As a part of its responsibility to administer all public educational programs in Michigan for the benefit of its students, the Michigan State Board of Education requested a follow-up study of students who are currently or were previously enrolled at the two state schools (6,8). The group of previously enrolled students consist of (a) students who left the state schools for a variety of reasons (i.e. family moves out of the state, end of diagnostic period, student opts to drop from program, etc.) other than graduation, and (b) students who graduated from the state schools.

The purpose of this study was two fold:

(1) To follow-up currently enrolled and previously enrolled students of the Michigan School for the Blind and the Michigan School for the Deaf; and

(2) To investigate the perceptions of parents (consumers) and local school personnel with respect to the validity of state school programs as a part of the state special education continuum of programs and services for students with vision and hearing impairments.

The following study has been completed to achieve these purposes. It was a collaborative effort among the Michigan Rehabilitation Services, the Commission for the Blind, the Special Education Services Area, the Michigan School for the Blind, the Michigan School for the Deaf, local and intermediate school districts, and the parents of visually impaired and hearing impaired students.

The results of the research provide insight into the perceptions and concerns of educators and parents alike, particularly as they relate to educational programming for students with visual and hearing impairments. Also, the results may lend directions to future planning activities to enchance the special education service delivery system for these low incidence categories.

CHAPTER TWO

REVIEW OF THE LITERATURE

DESCRIPTION AND PURPOSE OF FOLLOW-UP

Follow-up is a subsystem of a comprehensive evaluation system. The objectives to be met which will assist in meeting our purposes include the following:

1. To determine the effectiveness of the state school programs as they have operated in the five year period from 1975 to 1980;

2. To obtain a realistic picture of what lies ahead for current students at the state schools;

3. To evaluate the outcome of state school programs and to obtain ideas for improvment; and

4. To obtain information regarding previously enrolled students of the state schools in order to facilitate adaptions of programs to meet more efficiently the needs of currently enrolled students and fulfill an appropriate role in the continuum of services for handicapped children in Michigan.

It should be noted that the two state schools differ greatly in their stated goals and the type of students served. The programs are not comparable and it would be inappropriate for the reader to assume that direct comparison of the two programs can be made.

While the optimal method for collecting follow-up information is to question every member of the population, a more feasible method is to sample a portion of the population and use these results to make inferences about the entire population (8, 12, 14, 17).

In the case of the Michigan School for the Blind, a representative sample of 61 currently enrolled students, which make up nearly half of the 1980-81 enrollment, was selected. The sample for the Michigan School for the Deaf consisted of 55 currently enrolled students, approximately one-fifth (1/5) of the current student enrollment. Also, nearly equal numbers of previously enrolled, non-graduate students were followed-up. For graduates of the state schools, the Michigan Rehabilitation Services and the Commission for the Blind followed-up on the 158 and 118 previously enrolled students. These students completed their education at the state school programs between 1975 and 1980.

MICHIGAN SCHOOL FOR THE BLIND

Public Act No. 250 of the Acts of 1879 provides for the location and establishment of a separate School for the Blind in Lansing. The Michigan School for the Blind operates both 180 day and 230 day programs. The student enrollment is composed of residential and day school students from all around the state. Students in the latter group are residents of the greater Lansing area. Class size is kept small in order to meet the very specific and unique needs of the students. Residential students live in supervised dormitories from Sunday evening through Friday afternoon when they are transported to their homes for the weekend. Arrangements with foster homes or relatives are also made to accommodate students.

Michigan School for the Blind had a student population of 112 students during the 1980-81 school year. The primary purpose of the school is to provide an educational program for students with visual impairments and multiply impaired students with vision handicaps. Rules 340.1743 and 340.1748 describe the legal mandates of programs for students who have vision impairments and those who are severely multiply impaired. The individual education planning

committee (IEPC) process has determined that the students' unique and total educational and social needs would best be met in a residential setting. Intermediate school district personnel are required to verify that the combined local and intermediate districts cannot provide an appropriate program for a student, who is then referred to the state school program. The final determination of placement is made by the Individual Educational Planning Committee (IEPC), formerly the Educational Planning and Placement Committee (EPPC).

Currently, Michigan School for the Blind uses the following guidelines for accepting students:

1. Visually impaired students between 6 and 25 years of age, who meet eligibility requirements in R 340.1708 of the Michigan Administrative Code where there is evidence that indicates that appropriate visual education training services cannot be made available through existing LEA or ISD resources. Such enrollment may be on a short-term basis to provide visual habilitation which will assist the student in acquiring skills required to adapt successfully to programs operated by the local district.

2. Visually impaired multiply handicapped students between 6 and 25 years of age whose primary handicap is a visual loss. This category includes deaf-blind and other multiply handicapped students whose primary need is in the area of visual habilitation training.

The Michigan School for the Blind cannot serve the following: (a) students having emotional impairments requiring psychiatric treatment or services not available at the school; (b) students requiring 24-hour intensive medical care for severe health impairments; and (c) students manifesting behavior that is physically dangerous to themselves or others.

The Michigan School for the Blind provides many services which include the following: a wide variety of athletic activities (i.e. therapeutic recreation, interscholatic athletics, acquatics, sailing, canoeing, ice skating, skiing, camping, etc.), special recreation facilities (i.e. audible basketball locators, bowling, etc.), music, art, industrial arts, home economics, play therapy,

speech and language therapy, physical and occupational therapy, vocational training, student work experience, physical education and year round outdoor education. Additionally, such activities as the Very Special Arts Festival, student volunteer services, orientation and mobility instruction, and off-campus/recreational opportunities bring the students into the mainstream of the able-bodied community (6, 21).

Some services unique to the Michigan School for the Blind include: extensive services for deaf/blind students, broad-based therapeutic recreational program education, ungraded secondary program, independent living skills program, interdisciplinary team services and relevant inservice training for residential and instructional staff (6).

Previous studies have identified the following as among the benefits of the state school for students with visual impairments:

1. Availability of a total continuum of services for visually impaired persons to meet the intent of both state and federal laws concerning education for handicapped students;

2. A residential setting which may be the least restrictive environment for students with handicaps in addition to blindness who present more complicated educational challenges;

3. Residential school placement for brief or more extended periods of time for "clinically normal" children with severe visual impairments is available as the need arises.

4. Special materials, such as braille, large print, recordings, etc., are made available to visually impaired students in ISD and LEA day school programs;

5. Comprehensive evaluations by an interdisciplinary team of experts in the field of VI/SXI are readily available;

6. Total programming for low incidence groups such as deaf/blind is readily available;

7. Both staff and programs are usually readily adaptable to accommodate a limited number of severely multiply handicapped hearing impaired students who require an environment with limited manual communication.

MICHIGAN SCHOOL FOR THE DEAF

The Michigan School for the Deaf was established in Flint by an act of the State Legistature in 1848. It initially served both deaf and blind students. This residential facility provides comprehensive educational programs and services for both its resident population and hearing impaired students from surrounding local and intermediate school districts. Severely and profoundly hearing impaired students, including hearing impaired students with one or more other handicapping characteristics, are served at the Michigan School for the Deaf.

When a comparison of degree of hearing loss and speech discrimination scores is made between currently enrolled students and the group of students who left MSD for reasons other than graduation (Chart I), it is evident that there is little difference between the groups. The currently enrolled sample includes a slightly higher percentage of more severely impaired students. Eighty percent (80%) of currently enrolled students, compared to 76% of previously enrolled students, have hearing losses in the "profound" range and could not be evaluated on standardized speech discrimination tests. The combined numbers of "moderately severe" and "severe" students remained about the same, 20% for currently enrolled and 22% for previously enrolled. About 24% of the previously enrolled students could perform on one of the standardized speech tests compared with 21.8% of currently enrolled students. These comparisons point to relatively minor differences in the two study groups.

One change which has occurred during the five year period which this study covers is an increase in hearing aid usage: 69% of currently enrolled students are utilizing hearing aids, while only 61% in the previously enrolled group do so. Of the currently enrolled students, 15 of 17 (88.0%) who did not wear aids had profound losses and could not be evaluated on speech discrimination tests. For the previously enrolled group, 18 of 21 (86%) were in the same category. The fact

that more students wear aids suggests that the "corrected hearing levels" for current students may be better than for previously enrolled students. However, such a conclusion does not hold true on closer examination of the data. Hearing aids improve sensitivity to sound, but cannot provide improved speech understanding for those students who do not have enough residual hearing to discriminate speech. Thus, most of the "profoundly" hearing impaired students would receive only sound awareness from amplification. Chart I summarizes these findings.

Deaf children have special needs because of language deprivation resulting from hearing loss. Other factors may also influence a hearing impaired student's performance in school. Some of these factors include hearing aid usage, age of onset of loss or rate of progressive loss, age of diagnosis, initiation of special education programming, parent involvement, and the presence of additional handicaps. Generally, however, students with losses in the severe to profound range, those with poor speech discrimination, and/or those who have additional problems, have educational needs that can best be met in very specialized programs, such as those at the Michigan School for the Deaf.

Placement in the school is usually the result of the local districts inability to provide a suitable program for the child. The intermediate school district must refer candidates for possible placement at the Michigan School for the Deaf. Upon receipt of the referral, personnel from the School for the Deaf test the student further and conduct an interview. The referring district is then notified as to the appropriateness of the placement at the School for the Deaf. An individualized educational planning committee (IEPC) meeting involving state school personnel, is then called. The admission of a student to the Michigan School for the Deaf is only made possible upon the recommendation of the student's local and intermediate school districts, and such a recommendation must result from a meeting of the IEPC (16).

CHART I.

DISTRIBUTION OF HEARING LOSS FOR MSD STUDENTS

	Students Previously Enrolled				Students Currently Enrolled			
	Had Aid	Had No Aid	Combined Freq	% of Total	Had Aid	Had No Aid	Combined Freq	% of Total
Normal Hearing (PTA 0-26dB)								
CNE on Standard Test	0	0	0		0	0	0	0%
Performed on WIPI	0	0	0		0	0	0	0%
Performed on PB	0	1	1	1.85%	0	0	0	0%
Total	0	1	1	1.85%	0	0	0	0%
Mild Loss (PTA 26-40dB)								
CNE	0	0	0	0%	0	0	0	0%
WIPI	0	0	0	0%	0	0	0	0%
PB	0	0	0	0%	0	0	0	0%
Total	0	0	0	0%	0	0	0	0%
Moderate Loss (PTA 41-55dB)								
CNE	0	0	0	0%	0	0	0	0%
WIPI	0	0	0	0%	0	0	0	0%
PB	0	0	0	0%	0	0	0	0%
Total	0	0	0	0%	0	0	0	0%
Moderately Severe Loss (PTA 56-70dB)								
CNE	0	0	0	0%	0	0	0	0%
WIPI	0	0	0	0%	0	1	1	1.82%
PB	1	0	1	1.85%	2	0	2	3.64%
Total	1	0	1	1.85%	2	1	3	5.45%
Severe Loss (PTA 71-90dB)								
CNE	2	1	3	5.56%	3	0	3	5.45%
WIPI	4	1	5	9.26%	4	0	4	7.27%
PB	3	0	3	5.56%	1	0	1	1.82%
Total	9	2	11	20.37%	8	0	8	14.55%
Profound Loss (PTA 91 and up)								
CNE	20	18	38	70.37%	25	15	40	72.73%
WIPI	3	0	3	5.56%	3	1	4	7.27%
PB	0	0	0	0%	0	0	0	0
Total	23	18	41	75.93%	28	16	44	80.0%
Grand Totals	33	21	54	100%	38	17	55	100%
Percentage of Grand Totals	61%	39%	100%		69%	31%	100%	

(LOW) ← DEGREE OF LOSS → (HIGH)

Key: CNE - Could not evaluate on standardized test.
WIPI - Could perform above chance level on the Word Intelligibility by Picture Identification test.
PB - Could perform above 40% on W-22 phonetically balanced word lists. (40% is Social Security cut-off for benefits)
PTA - Pure Tone Average

The Michigan School for the Deaf provides the following services: clinical audiology, psychoeducational diagnostic clinic services, health services, career development services, athletic and recreational activities, specialized media services, and counseling services (28).

The Michigan School for the Deaf currently accepts the following students:

> 1) Persons between 0 and 26 years of age who are hearing impaired, as defined by R 340.1707, and who need placement in a special school for deaf children and young adults for reasons of: a) psychoeducational development, b) psychosocial development, c) communication development, or d) vocational development; 2) persons who meet the above criteria and also have handicaps secondary to their hearing loss except: a) when the person is in need of psychiatric treatment services, b) when the person is in need of extensive medical and health maintenance treatment, or c) when the person by way of behavior is physically dangerous to themselves or others; 3) persons between 0 and 26 years of age who are hearing impaired, as defined by R340.1707, and who need extensive educational diagnostic/prescriptive programming on a short-term basis (30 days or less); and 4) additionally, the Michigan School for the Deaf will serve, as nonenrolled students, persons between 0 and 26 years of age who need out-patient audiological assessment and diagnostic services (25).

The Michigan School for the Deaf operates academic programs during the school year for residential and day school students. Class size is kept small, usually a maximum of seven students per class. The school provides services which include parent/infant programs, preschool, kindergarten, elementary, and secondary classes (28).

The day program primarily serves children from Genesee, Shiawassee, and Lapeer Counties. The day population is primarily determined by reasonable commuting distance. Residential students live in dormitories from Sunday night until Friday afternoon when they return home for the weekend. Those students who are from the Upper Peninsula may stay in foster homes or with relatives for the weekend (28).

The Michigan School for the Deaf serves more secondary than elementary students, possibly due to the difficulties local districts have in providing specialized programs for secondary students.

Previous studies have identified the following among the benefits of the Michigan School for the Deaf (MSD) program:

1. A comprehensive program via total communication (combining sign language, speech, speech reading, and other communication modalities);
2. Programming for students with secondary handicapping conditions;
3. Programs for deaf children who also have behavior problems.*
4. Secondary programs with an emphasis on pre-college academic as well as vocational education and job-related skills;
5. A continuum of services from ages 0 to 26;
6. Necessary auxiliary personnel to provide specialized programs and services;
7. Full-day services to students residing in low-incidence areas of the state;
8. Residential facility as part of the continuum of services to be provided to children with hearing impairments;
9. Offers parents the option of choosing a residential setting as the most appropriate program for their children;
10. Socialization opportunities and group participation activities, student government, athletics, drama, hobby clubs, school dances, etc;
11. Pre-school program provides for the crucial early years of a deaf child's life when the necessity of learning to communicate is of primary importance (13).

* Hawthorn Center currently operates programs for emotionally impaired - hearing impaired students requiring inpatient psychiatric treatment.

ENROLLMENT AND COSTS OF THE MICHIGAN STATE SCHOOLS

The two state schools have provided direct instructional services, consultation and special materials to approximately 400 handicapped students during each school year from 1975 to the present.

At the direction of the State Board, programs and related services at Michigan School for the Blind began to focus on the visually impaired-severely multiply handicapped. Staff provide diagnostic and prescriptive evaluation services and programming needed to develop and implement individualized educational programs (1, 6, 15).

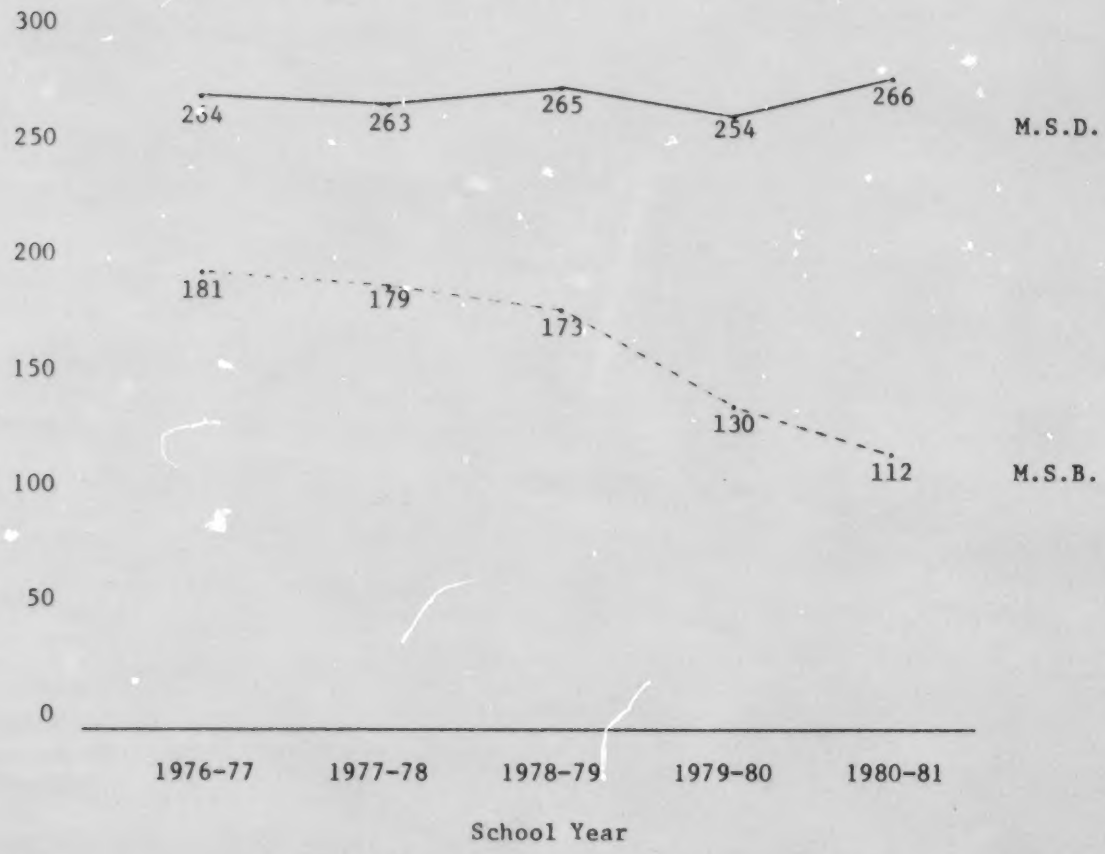
The role of the Michigan School for the Deaf is presently under study and future changes will depend on the decisions made by the State Board (25).

Chart 2 shows enrollment patterns over the five-year period covered by this follow-up study, while Chart 3 reflects the total costs of operation of the two state schools for the same period. Average cost per student during the 1980-81 school year was $35,714.00 for MSB and $15,354.00 for MSD. However, when residential costs are eliminated, state schools report educational and clinical costs that are comparable to average local education costs. For example, approximate per pupil expenditures for educational and clinical costs at the two state schools was $14,000 (MSB) and $6,800 (MSD) in the same school year.*

*From cost reports DS-4096

CHART 2

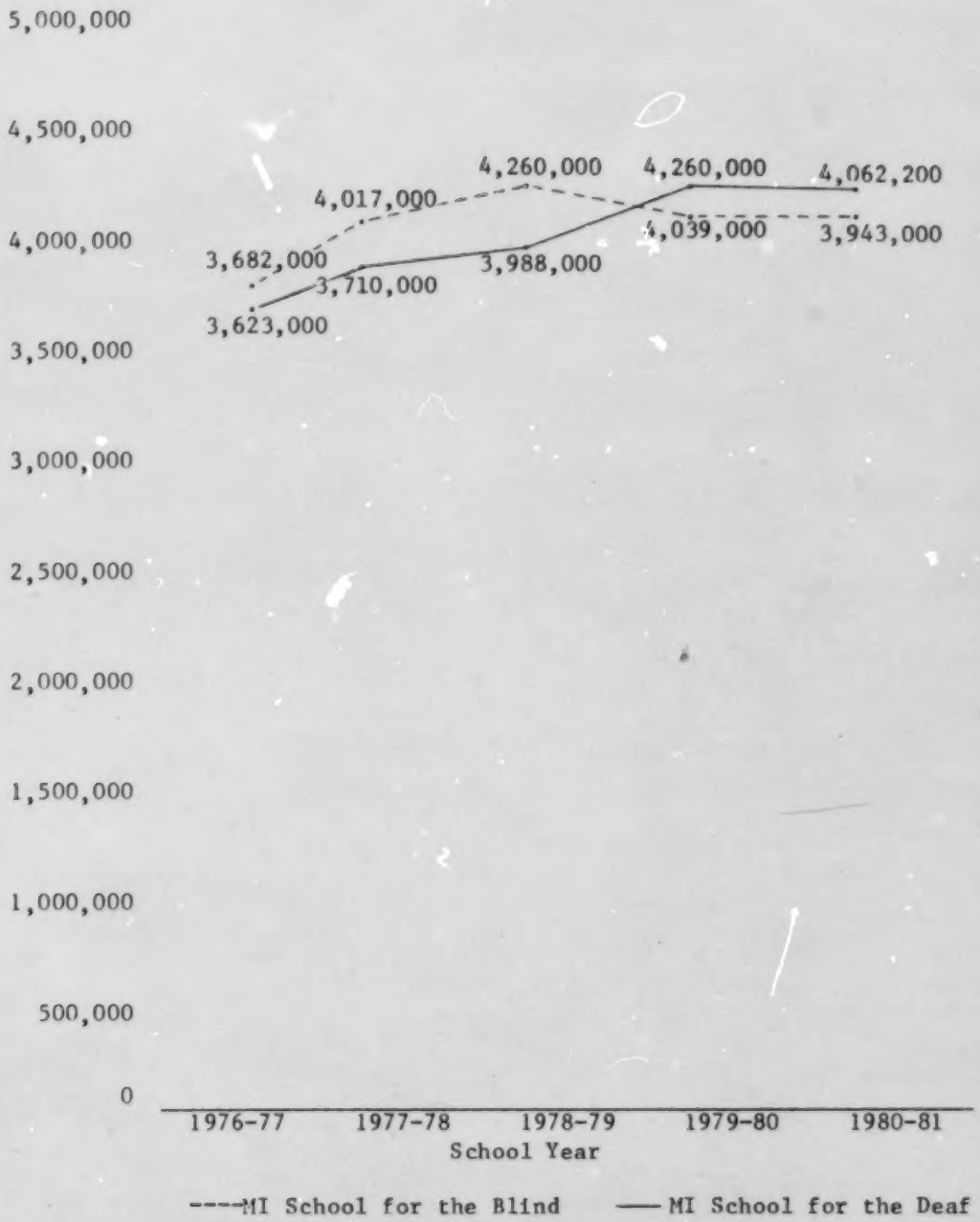
ENROLLMENT AT MICHIGAN SCHOOL FOR THE BLIND
AND MICHIGAN SCHOOL FOR THE DEAF



Based on SE-4568, December 1, 1980.

CHART 3

TOTAL COSTS FOR SPECIAL EDUCATION*
MICHIGAN SCHOOL FOR THE BLIND AND
MICHIGAN SCHOOL FOR THE DEAF



*Includes residential costs

Note: The Michigan School for the Blind conducts a 230 day school program for approximately 60 percent of its enrollment.

THE COMMISSION FOR THE BLIND AND THE MICHIGAN REHABILITATION SERVICES

Vocational rehabilitation services are provided to handicapped citizens of Michigan by the Michigan Rehabilitation Services (MRS) of the Department of Education and the Michigan Commission for the Blind (CFB) of the Department of Labor. Both programs are funded jointly with state and federal monies as authorized under the Rehabilitation Amendments of 1978 (P.L. 95-602).

The Commission for the Blind serves those blind individuals who are substantially handicapped in seeking employment. Michigan Rehabilitation Services provides services for individuals with disabilities other than blindness, where the disability represents a substantial handicap to employment. MRS serves people with deaf and hard-of-hearing characteristics. Both rehabilitation agencies provide such services as counseling, job placement, training or medical treatment as part of an individualized rehabilitation plan.

The rehabilitation agencies completed the follow-up study component that relates to previously enrolled students who graduated from the state schools. The Commission for the Blind investigated 118 graduates and the Michigan Rehabilitation Services followed-up 158 graduates.

CHAPTER THREE

METHODS AND PROCEDURES

POPULATIONS

This study required the collection of data by the Special Education Service Area on (1) students currently enrolled at the state schools; (2) previously enrolled students who left the state schools for reasons other than graduation from state school personnel, local school personnel, and parents of the students; and (3) previously enrolled students who graduated from the state schools by the Commission for the Blind and Michigan Rehabilitation Services. All data was then compiled by the Special Education Service Area and reviewed by personnel of each agency involved.

The population from the Michigan School for the Blind (MSB) consisted of 116 students: 61 currently enrolled and 55 previously enrolled non-graduates. The population from the Michigan School for the Deaf consisted of 109 students: 55 currently enrolled and 54 previously enrolled non-graduates. The Commission for the Blind and Michigan Rehabilitation Services followed-up on 118 and 158 previously enrolled students who had graduated from the state schools. Table I and Table II provide descriptive data on populations of the handicapped students in the study from the Michigan School for the Blind and Michigan School for the Deaf respectively. Answers to the research questions for these two groups are presented in Chapters 4 and 6. Data regarding graduates who are mutual clients of the state schools and the rehabilitation agencies is presented in Chapters 5 and 7.

TABLE I - A

COMPARISON OF THE STUDY SAMPLE OF STUDENTS WHO ARE CURRENTLY ENROLLED AND PREVIOUSLY ENROLLED* AT THE MICHIGAN SCHOOL FOR THE BLIND BY AGE & SEX

AGE RANGE	12-15		16-19		20-23		24-27		SUB-TOTALS		TOTALS
SEX	M	F	M	F	M	F	M	F	M	F	
MSB Students	10	7	22	9	4	6	2	1	38	23	61
Previously Enrolled* Students	5	9	9	4	14	7	4	3	32	23	55
Sex Totals	15	16	31	13	18	13	6	4	70	46	116
Age Group Totals	31		44		31		10		116		

TABLE I - B

COMPARISON OF THE STUDY SAMPLE OF STUDENTS WHO ARE CURRENTLY ENROLLED AND PREVIOUSLY ENROLLED* AT THE MICHIGAN SCHOOL FOR THE DEAF BY AGE & SEX

AGE RANGE	8-11		12-15		16-19		20-23		24-27		SUBTOTALS		TOTALS
SEX	M	F	M	F	M	F	M	F	M	F	M	F	
MSD Students	4	-	9	4	15	21	1	1	-	-	29	26	55
Previously Enrolled* Students	-	-	8	4	15	8	12	5	1	1	36	18	54
Sex Totals	4	-	17	8	30	29	13	6	1	1	65	44	109
Age Group Totals	4		25		59		19		2		109		

*"Previously enrolled students" in this chapter refers to non-graduated students who left the state schools for a variety of reasons (i.e. parents relocated; IEPC referred back to ISD or LEA; student dropped out of school, transferred to local program at parents request, etc).

In selecting MSB students for the study (N=116), the researcher included students who were at least 10 years of age and had attended MSB for at least one school year.

It is important to understand the nature of the population and the sample utilized for the group of students who had left the School for the Deaf for reasons other than graduation. In designing the study, it had been expected that MSD would have a large group of students, similar to the MSB study group, who had completed a specialized program of at least one school year at the state school during the past 5 years and then had returned to local programs. However, it was found that of the 80 students who left MSD during this 5-year period (1975-1980) for reasons other than graduation, six (6) students had later returned to MSD, and eight (8) students had not attended for a minimum of one school year. Several students had moved out of the state and could not be located. In order to obtain a sufficiently large sample (comparable in size to that from MSB) it was necessary to alter the criteria: minimum length of time enrolled at MSD was reduced to 2 months; and several students whose reason for leaving MSD was that they were terminating their education, not returning to local education programs. One sub-group included from this sample of "non-graduate drops from enrollment" consisted of 11 students who left MSD to enroll in programs for POHI, SXI, SEI and SMI; 8 of the 11 students in this group transferred to the newly opened program for students who are Severely Emotionally Impaired Hearing Impaired (SEI-HI) at Hawthorn Center. These were students whose emotional impairment was sufficiently severe to warrant milieu treatment in a psychiatric facility. Prior to the initiation of the Hawthorn program there were no such programs available so these students had been maintained at MSD. Once the Hawthorn Center program was established, MSD staff worked with parents and Hawthorn Center staff to transfer these students to the more appropriate program.

In summary, of the 54 students included in the final sample of "non-graduate drops from MSD enrollment" only 19 had actually returned to local education programs within Michigan. Reasons for departure are detailed as follows: 12 students completed their schooling; 6 students moved out of Michigan with their families; 6 students temporarily left MSD, but re-enrolled at a later time; 11 moved to programs for more severely impaired students; and 19 transferred to local programs.

It is that group of 19 non-graduate students for whom the questionnaire was most appropriate. For many of the other 35 non-graduate students, many of the questions did not apply. This may help to explain the high number of non-responses to some of the questionnaire items and low number of questionnaire returns.

Again, it should be noted that comparisons of data for the two state schools is inappropriate. The differences in the nature of the populations of students who leave the two state schools makes the comparison of data reported here difficult. The "turnover" rate at the School for the Deaf is small. Some students are admitted for a trial period because neither students, parents, nor MSD staff can always successfully predict the outcome of a student's placement at the state school. In most cases, students are given careful consideration prior to their initial placement at MSD and there is rarely dissatisfaction with the placement or a request to transfer a student to another program. Only 19 students returned to local programs during the 5 years surveyed - a rate of less than 5 students each year.

DATA COLLECTION

Special Education Service Area staff met with administrative personnel of each state school during the month of May 1981, for the following purposes: (1) to select students for the study samples, (2) to make assignments to instructional staff to complete questionnaires , and (3) to give directions and technical assistance in completing the questionnaires.

The participating instructional staff from the state schools were exposed to the students for varying amounts of time. An effort was made to assign questionnaires to instructional personnel with the most comprehensive recall of each student for which a questionnaire was to be completed. Students who had attended state school programs more than five years ago (prior to 1976) were eliminated from the study sample. The number of questionnaires completed by state school personnel ranged from 2 to 10 forms.

Next, questionnaires were mailed to Directors of Special Education of local and intermediate school districts for students who had been previously enrolled at the state schools and returned to local educational programs. The Directors were requested to forward the questionnaire to the current teacher/consultant of the handicapped student. The student's current teachers were requested to complete and return the forms.

Questionnaires were also mailed to all parents of handicapped students selected for the study during the first week of May. A self-addressed stamped envelope was included for convenience and to maximize the number of returns. In cases where parents did not return the questionnaire, telephone contact was used as a method of obtaining response to the questionnaire items and collecting the data necessary to answer the eight research questions.

Finally, contact was alsc made with the Michigan Rehabilitation Services (MRS) and the Commission for the Blind to seek their cooperation in conducting a follow-up study on students who had graduated from the Michigan School for the Deaf or the Michigan School for the Blind respectively. The state schools provided the names, addresses and social security numbers of graduates. The rehabilitation agencies followed-up on these clients and submitted a written report. All data was forwarded to the Special Education Service Area for compiling and editing.

INSTRUMENTATION

Four instruments were used by the Special Education Service Area to collect data for this study:

(1) Michigan School for the Blind Questionnaire (Appendix A, pgs. 87-92)

(2) Study of the School for the Blind Parent Questionnaire (Appendix B, pgs. 94-96)

(3) Michigan School for the Deaf Questionnaire (Appendix C, pgs. 99-104)

(4) Study of the Michigan School for the Deaf Parent Questionnaire (Appendix D, pgs. 106-108)

The four questionnaires developed for this study were designed to collect data that would help the writer answer eight research questions. The eight research questions relate to (1) the nature of the handicapping characteristics of the study groups; (2) appropriateness of placement for each student; (3) availability of educational services, skill instruction, aids and devices; (4) transfer of learning; (5) reasons for students to be placed at the state schools; (6) reasons for students to leave the state schools; (7) benefits of the state school programs; and (8) benefits of local school programs.

The rehabilitation agencies used information from client case files as their source of data.

The questionnaires included several other related questions. However, analysis of these items was determined to be of lower priority at this time. Data collected from the following questionnaire items was not analyzed and reported in this study: "Michigan School for the Blind Questionnaire" (Appendix A, pgs. 87-92) items 5, 6, 12, 14 and 15; "Study of the Michigan School for the Blind: Parent Questionnaire" (Appendix B, pgs. 94-96) items 5 and 6; "Michigan School for the Deaf Questionnaire" (Appendix C, pgs. 99-104) items 5, 6, 12, 14, 15, 16, 17; and "Study of the Michigan School for the Deaf: Parent Questionnaire" (Appendix D, pgs. 106-108) items 5 and 6.

Comparison of the two state schools should not be made. After reviewing the literature and working with administrative staff of both state schools, it became obvious that the goals and objectives of the two state schools were quite dissimilar. The reader is, again, reminded that data from this study relating to the vision impaired populations and the hearing impaired populations should not be construed as the same due to the fact that the disabilities and populations are not comparable. Based on the uniqueness of the Michigan School for the Blind and the Michigan School for the Deaf, the researcher chose to report the results of this study separately for the two state schools.

The research results for the Michigan School for the Blind are reported in Chapter Four. Results of the follow-up on mutual clients who are graduates of the Michigan School for the Blind conducted by the Commission for the Blind are reported in Chapter Five. Findings for the Michigan School for the Deaf are reported in Chapter Six. The findings of the Michigan Rehabilitation Services regarding mutual clients and graduates of the Michigan School for the Deaf are reported in Chapter Seven.

CHAPTER FOUR

FINDINGS FOR ENROLLED AND PREVIOUSLY ENROLLED STUDENTS OF THE MICHIGAN SCHOOL FOR THE BLIND

This chapter reports the results of the follow-up study of enrolled and previously enrolled students of the Michigan School for the Blind (MSB). The term "previously enrolled students' is used throughout Chapter Four and refers to students who left MSB for reasons other than graduation. Data was collected for a sample of 116 vision impaired persons: 61 enrolled students and 55 previously enrolled students who left MSB for reasons other than graduation.

Questionnaires returned for the School for the Blind study groups are shown in Table II below.

TABLE II

QUESTIONNAIRES RETURNED FOR STUDENTS WHO HAVE ATTENDED THE MICHIGAN SCHOOL FOR THE BLIND

	NUMBER OF QUESTIONNAIRES RETURNED	PERCENTAGE OF QUESTIONNAIRES RETURNED
MSB STUDENTS		
MSB Staff	61	100.0%
Parents	37	60.7%
PREVIOUSLY ENROLLED STUDENTS		
MSB Staff	55	100.0%
LEA Staff	38	69.1%
Parents	22	40.0%
COMPOSITE		
MSB Staff	116	100.0%
LEA Staff	38	69.1%
Parents	59	50.9%

NOTE 1: LEA staff were not requested to complete questionnaires for students currently enrolled at the Michigan School for the Blind.

NOTE 2: Percentages are calculated on the number of students selected for the study group.

In this chapter, each of the eight research questions is addressed separately. Tables are used to illustrate and present the responses to the questionnaire items. It should be noted that the four questionnaires developed for this study are coordinated in such a manner that in most cases, items with the same number address the same concern. (Example: Questionnaire item #2 on all survey forms addresses the concern of appropriateness of the students' placement.) This technique was used for the purpose of reducing redundancy in the reporting of the research findings.

Question 1: Do currently enrolled students of the Michigan School for the Blind differ from previously enrolled MSB students who left the state school for reasons other than graduation in (a) severity, and (b) multiplicity of handicapping characteristics?

Response 1: Data from items #1 and #3 of the MSB questionnaire (see Appendix, page 88) was used to determine the response to this first research question.

Students in the study sample, who were currently enrolled at MSB, were characterized as either visually impaired (40.9%) or severely multiply impaired/deaf-blind (59.1%). Table III illustrates this data.

The most frequent secondary handicapping characteristics of the enrolled students included mental impairments (52.5%), physical and other health impairments (44.3%), speech and language impairments (41.0%), hearing impairments (26.2%) and emotional impairments (26.2%). Table V presents this data.

As indicated in Table III, students who were previously enrolled at MSB were predominantly visually impaired (70.9%). The most common secondary characteristics include mental impairments (29.1%), emotional impairments (23.6%), vision impairments (20.0%), and speech and language impairments (16.4%). (See Table IV)

When the research data was examined from the perspective of the multiplicity of handicapping characteristics of the study groups, more than one third (34.4%) of the students currently enrolled at MSB had four or more secondary characteristics; another 21.3% had three secondary characteristics; 11.5% had two secondary characteristics; and 4.9% had only one secondary characteristic (see Table V). Thus, 72.1% of the students enrolled at MSB were reported to have secondary handicapping characteristics.

This trend reversed for previously enrolled students. As reported in Table V, 9.1% of this group had four or more secondary handicapping characteristics; 12.7% had three secondary characteristics; and 29.1% had only one secondary characteristic. Thus, while 60.0% of the previously enrolled students had secondary handicapping characteristics, each child had fewer concomitant handicapping characteristics.

TABLE III

PRIMARY IMPAIRMENT OF STUDENTS ENROLLED IN MSB
AND STUDENTS PREVIOUSLY ENROLLED IN MSB

PRIMARY IMPAIRMENT / STUDENT STATUS	FREQUENCY	PERCENTAGE
Visually Impaired		
Enrolled	25	40.9%
Previously Enrolled	40	72.7%
Severely Multiply Impaired		
Enrolled		
Deaf-Blind	14	22.9%
Other than Deaf-Blind	22	36.2%
Previously Enrolled		
Deaf-Blind	7	12.8%
Other than Deaf-Blind	6	10.9%
Hearing Impaired		
Enrolled	0	0%
Previously Enrolled	2	3.6%
TOTAL		
Enrolled	61	100.0%
Previously Enrolled	55	100.0%
	N=116	

TABLE IV

SECONDARY HANDICAPPING CHARACTERISTICS OF STUDENTS
ENROLLED IN MSB AND STUDENTS PREVIOUSLY ENROLLED IN MSB

SECONDARY CHARACTERISTICS / STUDENT STATUS	FREQUENCY	PERCENTAGE
Visually Impaired		
Enrolled	31	50.8%
Previously Enrolled	11	20.0%
Hearing Impaired		
Enrolled	16	26.2%
Previously Enrolled	6	10.9%
Severely Multiply Impaired		
Deaf-Blind		
Enrolled	2	3.2%
Previously Enrolled	2	3.6%
Other than Deaf-Blind		
Enrolled	1	1.6%
Previously Enrolled	0	0.0%
Educable Mentally Impaired*		
Enrolled	13	21.3%
Previously Enrolled	8	14.5%
Trainable Mentally Impaired*		
Enrolled	10	16.4%
Previously Enrolled	4	7.3%
Severely Mentally Impaired*		
Enrolled	9	14.8%
Previously Enrolled	4	7.3%
Emotionally Impaired		
Enrolled	16	26.2%
Previously Enrolled	13	23.6%
Specific Learning Disability		
Enrolled	15	24.6%
Previously Enrolled	5	9.1%
Physically and Otherwise Health Impaired		
Enrolled	27	44.3%
Previously Enrolled	4	7.3%
Speech and Language Impaired		
Enrolled	25	41.0%
Previously Enrolled	9	16.4%

* Mental Impairments: Enrolled = 32; 52.5% Previously Enrolled = 16; 29.1%

TABLE V

A COMPARISON OF MULTIPLICITY OF HANDICAPPING CHARACTERISTICS BETWEEN STUDENTS ENROLLED IN MSB AND STUDENTS PREVIOUSLY ENROLLED IN MSB

NUMBER OF SECONDARY CHARACTERISTICS	FREQUENCY	PERCENTAGE
Students With No Reported Secondary Characteristics		
Enrolled	17	27.9%
Previously Enrolled	22	40.0%
Students With One Secondary Characteristic		
Enrolled	3	4.9%
Previously Enrolled	16	29.1%
Students With Two Secondary Characteristics		
Enrolled	7	11.5%
Previously Enrolled	5	9.1%
Students With Three Secondary Characteristics		
Enrolled	13	21.3%
Previously Enrolled	7	12.7%
Students With Four or More Secondary Characteristics		
Enrolled	21	34.4%
Previously Enrolled	5	9.1%
TOTALS		
Enrolled	61	100.0%
Previously Enrolled	55	100.0%
	N=116	
Students With One or More Secondary Handicapping Characteristic:	Enrolled = 44; 72.1% Previously Enrolled = 33; 60.0%	

TABLE VI

COMPARISON OF SEVERITY OF VISUAL IMPAIRMENTS BETWEEN STUDENTS ENROLLED IN MSB AND STUDENTS PREVIOUSLY ENROLLED IN MSB

CORRECTED ACUITY FOR NEAR VISION*	FREQUENCY	PERCENTAGE
20/70		
Enrolled	15	24.6%
Previously Enrolled	1	1.8%
Less Than 20/70, But Not Legally Blind		
Enrolled	7	11.5%
Previously Enrolled	1	1.8%
Legally Blind, 20/200 or Less		
Enrolled	11	18.0%
Previously Enrolled	2	3.6%
Light Perception		
Enrolled	11	18.0%
Previously Enrolled	1	1.8%
Totally Blind		
Enrolled	17	27.9%
Previously Enrolled	7	12.8%
No Response		
Enrolled	0	0.0%
Previously Enrolled	43	78.2%
TOTAL		
Enrolled	61	100.0%
Previously Enrolled	55	100.0%
	N=116	

NOTE: *Acuity measures for enrolled students is for corrected acuity of near vision. This item was completed for all the MSB students by the School Nurse.

Visual acuity figures alone do not reflect associated visual conditions or the total impact on the learning process.

Legally Blind to Totally Blind: Enrolled = 39; 63.9%
Previously Enrolled = 10; 18.2%

When consideration was given to the severity of the vision loss (corrected acuity for near vision) findings of the study were inconclusive due to an insufficient number of responses by local education agency staff to questionnaire item #3. All MSB responses to questionnaire item #3 were completed by the School Nurse to assure accuracy. Nearly two-thirds (63.9%) of the students presently attending MSB had residual vision which was at, or below, the level that meets the criteria for "legal blindness." Only 18.2% of the questionnaires returned by LEA staff for previously enrolled students gave indications of vision losses to this degree (See Table VI).

In summary, findings for this study indicated that students who presently attend MSB have a greater multiplicity of handicapping characteristics in conjunction with more severe losses of vision than students who were previously enrolled and had returned to local education programs in Michigan.

Question 2: To what degree is the current placement appropriate for the handicapped student as perceived by MSB staff, local school staff and parents?

Response 2: Table VII illustrates the comparison of perceptions among MSB staff, LEA staff and parents with regard to appropriateness of the students' current placements. There was general agreement among these three groups of respondents as to how they perceived the appropriateness of current placements whether the students were enrolled or had left MSB. It was noteworthy that 98.2% of all parents reported that their child was in an appropriate placement.

TABLE VII

COMPARISON OF PERCEPTIONS REGARDING APPROPRIATENESS OF CURRENT PLACEMENT OF VISUALLY IMPAIRED STUDENTS

COMPOSITE Age/Student Status	FREQUENCY	PERCENTAGE
ENROLLED STUDENTS		
Most Appropriate		
MSB Staff	50	82.0%
Parent	30	81.1%
Somewhat Appropriate		
MSB Staff	10	16.4%
Parent	7	18.9%
Not Appropriate		
MSB Staff	1	1.6%
Parent	0	0.0%
No Response		
MSB Staff	0	0.0%
Parent	0	0.0%
PREVIOUSLY ENROLLED		
Most Appropriate		
MSB Staff	18	56.2%
LEA Staff	11	84.6%
Parent	16	80.0%
Somewhat Appropriate		
MSB Staff	10	31.3%
LEA Staff	2	15.4%
Parent	3	15.0%
Not Appropriate		
MSB Staff	4	12.5%
LEA Staff	0	0.0%
Parent	1	5.0%
No Response		
MSB Staff	0	0.0%
LEA Staff	0	0.0%
Parent	0	0.0%

Questionnaires Returned:

ENROLLED	PREVIOUSLY ENROLLED
$n_{MSB\ Staff} = 61$	$n_{MSB\ Staff} = 32$
$n_{Parent} = 37$	$n_{LEA\ Staff} = 13$
	$n_{Parent} = 20$

NOTE: Percentages are computed on the number of responses on returned questionnaires.

Question 3: What educational services, skill instruction, aids and devices are provided by MSB programs that are not provided by local school programs?

Response 3: Responses to item #3 of the MSB parent questionnaire are presented in Table VIII. When percentage of responses were compared for currently enrolled and previously enrolled students, no clear pattern emerged. There was no clear delineation in the availability and use of educational services, skill instruction, aids and devices provided by MSB or by LEA programs.

TABLE VIII

COMPARISON OF EDUCATIONAL SERVICES, SKILL INSTRUCTION, AIDS AND DEVICES PROVIDED TO STUDENTS AT THE MICHIGAN SCHOOL FOR THE BLIND COMPARED TO THOSE PROVIDED IN SPECIAL EDUCATION PROGRAMS IN LOCAL SCHOOL DISTRICTS

ENROLLED	MSB%	LEA%	PREVIOUSLY ENROLLED	MSB%	LEA%
a. Low Vision Aids	33.3	15.4	a. Low Vision Aids	11.6	23.1
b. Read and Write Braille	21.7	15.4	b. Read and Write Braille	11.6	38.5
c. Slate and Stylus	10.1	0.0	c. Slate and Stylus	10.1	15.4
d. Braille Writer	17.4	7.7	d. Braille Writer	13.0	38.5
e. Optacon	5.8	0.0	e. Optacon	10.1	15.4
f. Visual Tech./Appollo	87.0	0.0	f. Visual Tech./Appollo	7.3	15.4
g. Talking Books	24.6	38.5	g. Talking Books	24.6	23.1
h. Kurzweil Reading Machine	15.9	0.0	h. Kurzweil Reading Machine	7.3	0.0
i. Large Print	30.3	38.5	i. Large Print	18.8	30.8
j. Cassette Recorder/Player	24.6	30.8	j. Cassette Recorder/Player	21.7	46.2
k. Talking Calculator	20.3	7.7	k. Talking Calculator	10.2	7.7
l. White Cane	26.1	7.7	l. White Cane	17.4	46.2
m. Skills of Daily Living	50.5	15.4	m. Skills of Daily Living	29.0	61.6
n. Leisure Skills	50.5	15.4	n. Leisure Skills	27.5	46.2
o. Electronic Mobility Aids	18.8	0.0	o. Electronic Mobility Aids	7.3	0.0
p. Home Economics	37.6	0.0	p. Home Economics	21.8	30.8
q. Industrial Arts	46.4	7.7	q. Industrial Arts	18.8	15.4
r. Physical Education	47.8	23.1	r. Physical Education	29.0	84.6
s. Art	42.0	61.6	s. Art	20.2	53.8
t. Music	40.6	61.6	t. Music	23.2	46.2
u. Vocational Training	39.1	7.7	u. Vocational Training	26.1	61.6
v. Writes Name (Signature)	26.1	53.8	v. Writes Name (Signature)	17.4	30.8

NOTE 1: Results are based on completed questionnaires for enrolled and previously enrolled students combined: $N_{MSB} = 69$ $N_{LEA} = 13$

NOTE 2: LEA responses regarding enrolled students related to students educational programs in LEA prior to enrollment at MSB.

The Michigan School for the Blind also provides physical therapy, occupational therapy, a work practice center and an extensive athletics program. Some of these services are also available in local and intermediate school districts.

Question 4: Are skills that are learned at MSB transferred when the student returns to the local school program?

Response 4: It was the perception of respondents who answered item #4 of the questionnaire, that students who left MSB did transfer the skills they learned when they returned to the local school program. As reported in Table IX, local education agency (LEA) personnel and parents were nearly unanimous in their response regarding this matter. However, frequency of responses was too low to draw any conclusions from this data.

TABLE IX

COMPARISON OF LEA STAFF AND PARENTS ON TRANSFER
OF LEARNING FOR SKILLS TAUGHT AT MSB FOR
STUDENTS ENROLLED IN LOCAL SCHOOL PROGRAMS

RESPONSE	FREQUENCY	PERCENTAGE
LEA Staff		
Transfer	13	34.2%
No Transfer	0	0.0%
No Response	25	65.8%
	N=38	100.0%
Parents		
Transfer	16	72.8%
No Transfer	3	13.6%
No Response	3	13.6%
	N=22	100.0%

Question 5: Why were students placed at MSB as perceived by MSB staff, local education agency (LEA) staff and parents?

Response 5: Close examination of Table X illustrates that there was a relatively high agreement between MSB staff, local education agency (LEA) staff and parents with regard to their perceptions as to the rationale for placement of students at MSB. Most respondents had some recollection that an educational planning committee (EPPC or IEPC) had made the decision to place the student at MSB. The rationale which received the greatest number of responses from all three groups of respondents for both study groups (enrolled and previously enrolled students) was "parent decision." Other reasons that were frequently identified included "need for orientation and mobility instruction", "need for vocational training" and "residential placement was least restrictive educational environment at the time."

TABLE X

RATIONALE FOR PLACEMENT OF STUDENTS AT MICHIGAN SCHOOL FOR THE BLIND

STUDENT STATUS ENROLLED	FREQUENCY	PERCENTAGE	STUDENT STATUS PREVIOUSLY ENROLLED	FREQUENCY	PERCENTAGE
a. Recommendation by Educational Planning Committee (EPPC→IEPC)					
MSB Staff	37	60.7%	MSB Staff	16	29.1%
Parent	16	43.2%	LEA Staff	1	2.6%
			Parent	7	31.8%
b. Recommendation by Another Agency					
MSB Staff	1	1.6%	MSB Staff	4	7.3%
Parent	5	13.5%	LEA Staff	1	2.6%
			Parent	2	9.1%
c. Need for Residential Placement					
MSB Staff	24	39.3%	MSB Staff	16	29.1%
Parent	20	54.1%	LEA Staff	3	7.9%
			Parent	7	31.8%
d. Need for Specialized Service for Students Who Have Both Hearing and Vision Losses					
MSB Staff	15	24.6%	MSB Staff	10	18.2%
Parent	20	54.1%	LEA Staff	3	7.9%
			Parent	5	22.7%
e. Need for Orientation and Mobility Instruction					
MSB Staff	18	29.5%	MSB Staff	9	16.4%
Parent	28	75.7%	LEA Staff	5	13.2%
			Parent	13	59.1%
f. Need for Vocational Training					
MSB Staff	15	24.6%	MSB Staff	12	21.8%
Parent	29	78.4%	LEA Staff	4	10.5%
			Parent	9	40.9%
g. Parent Decision					
MSB Staff	44	72.1%	MSB Staff	40	72.7%
Parent	29	78.4%	LEA Staff	4	10.5%
			Parent	15	68.2%
h. Student Too Severely Handicapped to be Served in Local School Programs					
MSB Staff	18	29.5%	MSB Staff	15	27.3%
Parent	24	64.9%	LEA Staff	6	15.8%
			Parent	10	45.5%
i. Residential Placement was for Least Restrictive Educational Environment at the Time					
MSB Staff	29	47.5%	MSB Staff	18	32.7%
Parent	16	43.2%	LEA Staff	4	10.5%
			Parent	12	54.5%
Questionnaires Returned: MSB Staff = 61 Parent = 37			Questionnaires Returned: MSB Staff = 55 LEA Staff = 38 Parent = 22		

NOTE 1: Percentages are calculated on the number of responses to questionnaire item #7. Percentages do not total to 100% because respondents are instructed to check all items which apply for an individual student.

NOTE 2: LEA Staff were not requested to complete questionnaire for students currently enrolled at Michigan School for the Blind.

Question 6: Why were students released from MSB as perceived by MSB staff, local education agency staff and parents?

Response 6: State school staff, local education agency staff and parents seemed to concur in their perceived rationale for students departure from MSB (see Table XI). The low percentage of respondents (especially LEA staff: n = 5; 13.2%) who felt that the local school program could provide all nsecessary programs and services was noteworthy (see item d in Table XI).

TABLE XI

RATIONALE FOR DEPARTURE OF PREVIOUSLY ENROLLED STUDENTS
FROM MICHIGAN SCHOOL FOR THE BLIND

RATIONALE/RESPONDENT	FREQUENCY	PERCENTAGE
a. Local Program Was Most Appropriate Placement		
MSB Staff	23	41.8%
LEA Staff	6	15.8%
Parent	10	45.5%
b. Local Program Provided Least Restrictive Environment At The Time		
MSB Staff	21	38.2%
LEA Staff	8	21.1%
Parent	11	50.0%
c. Parent Decision		
MSB Staff	24	43.6%
LEA Staff	8	21.1%
Parent	9	40.9%
d. Local School Provides All Necessary Programs and Services		
MSB Staff	17	30.9%
LEA Staff	5	13.2%
Parent	11	50.0%
e. Student No Longer Needs Residential Placement		
MSB Staff	11	20.0%
LEA Staff	7	18.4%
Parent	8	36.4%
f. Student Is Too Severely Impaired And Needs Services Not Offered At MSB		
MSB Staff	0	0.0%
LEA Staff	0	0.0%
Parent	0	0.0%

Questionnaires Returned:

MSB Staff = 55
LEA Staff = 38
Parent = 22

Question 7: What benefits, if any, are derived for students by attending MSB that are not available in the local school program as reported by MSB staff, local education agency staff and parents?

Response 7: This research question was addressed in items #9 and #10 on both the parent and school questionnaires. Item #9 required the respondents to indicate "yes" or "no" to the question, "Do you feel that this/ your student benefited from the educational experience at MSB?" The findings are reported in Table XII. Parents and school personnel reported no marked differences for currently enrolled and the previously enrolled study groups. The majority of respondents reported that students benefited from the program and services provided at MSB.

Table XIII illustrates the reported benefits of the MSB program that were not available in the local education agency programs in Michigan. The most frequently identified benefits of the MSB program included "specialized curriculum, instruction, equipment and facilities" (n=146; 68.5%), "extra-curricular activities and leisure skills" (n=91; 42.7%), "socialization and improved self-esteem" (n=86; 40.4%), and "individualization and small classes" (n=78; 36.6%).

TABLE XII

COMPARISON OF PERCEPTIONS AMONG MSB STAFF, LEA STAFF AND PARENTS ON STUDENT BENEFITS FROM EDUCATIONAL EXPERIENCE AT MSB

STUDENT STATUS / RESPONDENT	FREQUENCY	PERCENTAGE
ENROLLED		
MSB Staff		
Beneficial	54	88.5%
Not Beneficial	0	0.0%
No Response	7	11.5%
Parent		
Beneficial	35	94.6%
Not Beneficial	0	0.0%
No Response	2	5.4%
PREVIOUSLY ENROLLED		
MSB Staff		
Beneficial	49	89.0%
Not Beneficial	3	5.5%
No Response	3	5.5%
LEA Staff		
Beneficial	11	29.7%
Not Beneficial	4	10.8%
No Response	22	59.5%
Parent		
Beneficial	19	86.4%
Not Beneficial	0	0.0%
No Response	3	13.6%

Questionnaires Returned:

Enrolled	Previously Enrolled
MSB Staff = 61	MSB Staff = 55
Parent = 37	LEA Staff = 38
	Parent = 22

NOTE: Percentages are calculated on the total number of questionnaires returned.

TABLE XIII

BENEFITS OF MICHIGAN SCHOOL FOR THE BLIND
THAT ARE NOT AVAILABLE IN LEA PROGRAMS

BENEFIT	FREQUENCY	PERCENTAGE	COMPOSITE FREQUENCY	COMPOSITE PERCENTAGE	COMPOSITE RANK
Specialized Curriculum, Instruction, Equipment and Facilities					
MSB Staff	76	65.5%			
LEA Staff	11	28.9%	146	68.5%	1
Parent	59	100.0%			
Extra-Curricular Activities/Leisure Skills					
MSB Staff	55	47.4%			
LEA Staff	4	10.5%	91	42.7%	2
Parent	32	54.2%			
Socialization/Improved Self-Esteem					
MSB Staff	53	45.7%			
LEA Staff	9	23.7%	86	40.4%	3
Parent	24	40.7%			
Individualization/Small Classes					
MSB Staff	45	38.8%			
LEA Staff	0	0.0%	78	36.6%	4
Parent	33	55.9%			
Support Services/Interdisciplinary Approach					
MSB Staff	33	28.4%			
LEA Staff	1	2.6%	54	25.4%	5
Parent	20	33.9%			
Highly Trained Personnel					
MSB Staff	16	13.8%			
LEA Staff	0	0.0%	48	22.5%	6
Parent	32	54.2%			
Least Restrictive Environment/Prepared for Return to LEA					
MSB Staff	15	12.9%			
LEA Staff	1	2.6%	35	16.4%	7
Parent	19	32.2%			
Vocational Training					
MSB Staff	18	15.5%			
LEA Staff	2	5.3%	29	13.6%	8
Parent	9	15.3%			

Questionnaires Returned:
MSB Staff = 116 Parent = 59
LEA Staff = 38 N = 213

NOTE 1: Frequency column indicates total number of times an item was listed by respondents. Percentages were calculated on the total number of questionnaires returned.

NOTE 2: Data from MSB staff and parents is for both enrolled and previously enrolled students. Data from LEA staff is for previously enrolled students only.

Question 8: What benefits, if any, are derived for students by attending local school programs that are not available at MSB as reported by MSB staff, local education agency staff and parents?

Response 8: Table XIV reports benefits of the local education agency programs that are not available at MSB. As indicated in the composite rank column, many respondents perceived "no benefits" at the LEA level that were not available at MSB (n=60; 28.2%). "Interaction with sighted peers and community involvement" was reported most frequently as a benefit of the LEA program (n=48; 22.5%). Comments of parents which appeared on the questionnaires such as "no local program", "minimal services provided", "fragmented service system", "non-acceptance by other kids", "isolation", "teachers not trained", "local program improving", etc. indicated that parents were concerned that some local programs were not yet prepared to provide comprehensive special education programs and services for students which were available at MSB.

TABLE XIV

BENEFITS OF LEA PROGRAMS THAT ARE NOT AVAILABLE
AT MICHIGAN SCHOOL FOR THE BLIND

BENEFIT	FREQUENCY	PERCENTAGE	COMPOSITE FREQUENCY	COMPOSITE PERCENTAGE	COMPOSITE RANK
LEA Has No Benefits That Are Not Available at MSB					
MSB Staff	20	17.2%			
LEA Staff	10	26.3%	60	28.2%	1
Parent	30	50.8%			
Interaction With Sighted Peers/Community Involvement					
MSB Staff	23	19.8%			
LEA Staff	18	47.4%	48	22.5%	2
Parent	7	11.9%			
Living At Home					
MSB Staff	9	7.8%			
LEA Staff	7	18.4%	26	12.2%	3
Parent	10	16.9%			
Access to Career Center for Vocational Training					
MSB Staff	5	4.3%			
LEA Staff	2	5.3%	9	4.2%	4
Parent	2	3.4%			
Less Restrictive					
MSB Staff	6	5.2%			
LEA Staff	0	0.0%	6	2.8%	5
Parent	0	0.0%			
Academic Curriculum/College Preparation Program					
MSB Staff	3	2.6%			
LEA Staff	0	0.0%	5	2.3%	6
Parent	2	3.4%			

Questionnaires Returned:

MSB Staff = 116 Parent = 59
LEA Staff = 38 N = 213

NOTE 1: Frequency column indicates total number of time an item was listed by respondents.

NOTE 2: Data from MSB staff and parents is for both enrolled and previously enrolled students. Data from LEA staff is for previously enrolled students only.

CHAPTER FIVE

FINDINGS FOR MUTUAL CLIENTS OF THE MICHIGAN COMMISSION FOR THE BLIND AND THE MICHIGAN SCHOOL FOR THE BLIND

This chapter reports the results of the follow-up data collected by the Michigan Commission for the Blind of the Department of Labor regarding mutual clients who had attended the Michigan School for the Blind (MSB).

The Michigan Commission for the Blind (CFB) provides a variety of rehabilitation services to blind people. The agency offers vocational rehabilitation and placement assistance primarily as a result of the Rehabilitation Act of 1973 and its amendments.

When a MSB student reaches age sixteen, and his/her individualized educational planning committee (IEPC) is convened, a CFB counselor participates and begins the eligibility process for services.

The following data are presented as an indicator of the effectiveness of the state school program in providing pre-vocational skills and preparing students for the responsibilities of vocational attainment, independent living and self-determination. It should be noted that no cause-effect relationship can be established with the use of the statistics presented in this study.

The Michigan Commission for the Blind (CFB) was provided a list of one hundred and seventy-eight (179) persons who had been previously enrolled at the Michigan School for the Blind (MSB). The Commission followed up on the graduates in the classes of 1975 tc 1980. There were 74 graduates and 105 other students who had attended the state school. One hundred percent (100%) of the graduates became clients of CFB; 59 (56%) of the 104 non-graduates were also served by the Commission and were active cases as of August 14, 1981. The remaining 46 non-graduates were not of an appropriate age to become clients. The distribution of mutual MSB/CFB clients is illustrated in Table XV.

TABLE XV

STATUS OF MUTUAL CLIENTS OF THE COMMISSION FOR THE BLIND
WHO ATTENDED MICHIGAN SCHOOL FOR THE BLIND, 1975-80

STATUS	NO. OF CLIENTS	PERCENTAGE
Open-Active Cases	44	24.6%
Closed-Inactive Cases	74	41.3%
Not Located	61	34.1%
TOTALS	179	100.0%

*As of August, 1981

Distribution of the 44 active cases is shown in Table XVI below:

TABLE XVI
MUTUAL CLIENTS OF CFB AND MSB, 1975-1980 - ACTIVE CASES

STATUS	NO. OF CLIENTS	PERCENTAGE
Referral (00)	2	4.5%
Applicant (02)	8	18.2%
Plan Development (10)	2	4.6%
In Training (18)	18	40.9%
Ready for Employment (20)	4	9.1%
In Employment (22)	3	6.8%
Service Interrupted (24)	7	15.9%
Total	44	100.0%

The following is an explanation of the various caseload statuses utilized by Vocational Rehabilitation programs:

Referral (00). This status represents entrance into a vocational rehabilitation process. A referral is one who has been referred to a VR agency.

Applicants for Service (02). This status represents application for services to a VR agency.

Plan Development (10). This active status is basic to determining the nature and scope of VR services to accomplish a comprehensive Individualized Written Rehabilitation Program with a vocational objective.

In Training (18). This status is used to identify academic, business, or vocational training from any public or private school or agency.

Ready for Employment (20). A client is placed into this status when he has completed preparation for employment and is ready to accept a job but has not yet begun employment.

In Employment (22). A client is placed in this status when employment has begun.

Service Interrupted (24). This status is utilized to indicate that services are interrupted from any advanced active status. For instance, if a client is in training (18) by enrollment at a university and decides not to continue, the case is placed into status 24 until a new vocational goal is determined.

An analysis of the 74 inactive cases shows 41 percent of the mutual clients were known to have completed services, and the majority (63%) were actively engaged in a job.

CHAPTER SIX

FINDINGS FOR ENROLLED AND PREVIOUSLY ENROLLED STUDENTS OF THE MICHIGAN SCHOOL FOR THE DEAF

This chapter reports the results of the follow-up study of enrolled and previously enrolled students of the Michigan School for the Deaf. Each of the eight research questions is addressed separately. Data was collected for a sample of one hundred and nine (109) hearing impaired persons: 55 enrolled students and 54 previously enrolled students who left MSD for reasons other than graduation.

Questionnaires returned for the School for the Deaf study groups are shown in Table XVII below.

TABLE XVII

QUESTIONNAIRES RETURNED FOR STUDENTS WHO HAVE ATTENDED THE MICHIGAN SCHOOL FOR THE DEAF

	NUMBER OF QUESTIONNAIRES RETURNED	PERCENTAGE OF QUESTIONNAIRES RETURNED
MSD STUDENTS		
MSD Staff	55	100.0%
Parents	25	45.4%
PREVIOUSLY ENROLLED STUDENTS		
MSD Staff	54	100.0%
LEA Staff	18	33.3%
Parents	20	37.0%
COMPOSITE		
MSD Staff	109	100.0%
LEA Staff	18	33.3%
Parents	45	41.3%

NOTE 1: LEA staff were not requested to complete questionnaires for students currently enrolled at the Michigan School for the Deaf.

NOTE 2: Percentages are calculated on the number of students selected for the study group.

Question 1: Do students enrolled at the Michigan School for the Deaf (MSD) differ from previously enrolled MSD students who left the state school for reasons other than graduation in (a) severity and (b) multiplicity of handicapping characteristics?

Response 1: Data from questionnaire items #1 and #3 (see Appendix, pg. 100) were used to respond to this research question.

Students enrolled at the Michigan School for the Deaf during the study all had a hearing impairment as the primary disability. A speech characteristic was typically concommitant with the loss of hearing especially when the loss occurred at an early age. Students who were previously enrolled at MSD are predominantly hearing impaired (88.9%), but five students were characterized as severely multiply impaired/deaf-blind, and one was physically and otherwise health impaired with a secondary characteristic of hearing impaired (see Table XVIII).

It should be noted that the presence of the secondary characteristics, in most cases, was not documented on the students' IEPC but was the result of the subjective report of the special education staff who have instructed, and are familiar with the student. P.A. 451 requires documentation of the primary handicap to determine eligibility of students for special education programs and services.

Secondary characteristics of educable mental impairment (retardation) and emotional impairment appeared among previously enrolled students more often than with the currently enrolled students. Many students in the "previously enrolled" group left MSD because of

their multiple impairments and their needs for additional services. As reported in Chapter Three, 11 students were transferred to other programs; 9 students were tranferred to the severely emotionally impaired program at Hawthorn Center; one was IEPC'd to a program for the physically and otherwise health impaired (POHI); and one was IEPC'd to a program for the severely mentally impaired (SMI). It should be noted that MSD had no severely mentally impaired students enrolled (see Table XIX).

When the research data was examined from the perspective of the multiplicity of handicapping characteristics, a greater number of currently enrolled students had only one additional handicapping characteristic. Over half, 52.7%, of the currently enrolled students had only one additional handicapping characteristic; 33.3% of the previously enrolled students had only one secondary handicapping characteristic.

Further, a greater number of previously enrolled students had two handicapping characteristics: 35.1% for previously enrolled students; 20.2% for enrolled students.

TABLE XVIII

PRIMARY IMPAIRMENT OF STUDENTS ENROLLED IN MSD
AND STUDENTS PREVIOUSLY ENROOLED IN MSD

PRIMARY IMPAIRMENT / STUDENT STATUS	FREQUENCY	PERCENTAGE
Hearing Impaired		
Enrolled	55	100.0%
Previously Enrolled	48	88.9%
Severely Multiply Impaired/ Deaf-Blind		
Enrolled	0	0.0%
Previously Enrolled	5	9.3%
Physically & Otherwise Health Impaired		
Enrolled	0	0.0%
Previously Enrolled	1	1.8%
TOTALS		
Enrolled	55	100.0%
Previously Enrolled	54	100.0%
	N=109	

TABLE XIX

SECONDARY HANDICAPPING CHARACTERISTICS OF STUDENTS
ENROLLED IN MSD AND STUDENTS PREVIOUSLY ENROLLED IN MSD

SECONDARY CHARACTERISTICS / STUDENT STATUS	FREQUENCY	PERCENTAGE
Hearing Impaired		
Enrolled	0	0.0%
Previously Enrolled	1	1.9%
Visually Impaired		
Enrolled	1	1.8%
Previously Enrolled	1	1.9%
Severely Multiply Impaired		
Enrolled	1	1.8%
Previously Enrolled	1	1.9%
Educable Mentally Impaired		
Enrolled	6	10.9%
Previously Enrolled	10	18.5%
Trainable Mentally Impaired		
Enrolled	3	5.4%
Previously Enrolled	3	5.6%
Severely Mentally Impaired		
Enrolled	0	0.0%
Previously Enrolled	1	1.9%
Emotionally Impaired		
Enrolled	2	3.6%
Previously Enrolled	21	38.9%
Specific Learning Disability		
Enrolled	10	18.2%
Previously Enrolled	4	7.4%
Physically and Otherwise Health Impaired		
Enrolled	3	5.5%
Previously Enrolled	3	5.6%

NOTE: Enrolled = 55
Previously Enrolled = 54

TABLE XX

A COMPARISON OF MULTIPLICITY OF HANDICAPPING CHARACTERISTICS BETWEEN STUDENTS ENROLLED IN MSD AND STUDENTS PREVIOUSLY ENROLLED IN MSD

NUMBER OF SECONDARY CHARACTERISTICS	FREQUENCY	PERCENTAGE
Students With No Reported Secondary Characteristics		
Enrolled	7	12.7%
Previously Enrolled	9	16.7%
Students With One Secondary Characteristic		
Enrolled	29	52.8%
Previously Enrolled	18	33.3%
Students With Two Secondary Characteristics		
Enrolled	11	20.0%
Previously Enrolled	19	35.1%
Students With Three Secondary Characteristics		
Enrolled	7	12.7%
Previously Enrolled	7	13.0%
Students With Four or More Secondary Characteristics		
Enrolled	1	1.8%
Previously Enrolled	1	1.9%
TOTALS		
Enrolled	55	100.0%
Previously Enrolled	54	100.0%
	N=109	

NOTE: Enrolled = 55
Previously Enrolled = 54

Students With One or More Secondary Handicapping Characteristic: $n_{Enrolled} = 48; 87.3\%$ $n_{Previously\ Enrolled} = 45; 83.3\%$

The established method of classifying hearing loss is based on the degree of loss of sensitivity to sound. Students degree of loss is determined by averaging their sensitivity to sound at the frequencies (or pitches) most important for speech comprehension (500, 1000, and 2000Hz*). This averaged "threshold" for hearing is called a pure tone average (PTA).

The PTA is then divided into the following six categories characterized by approximations of the degree of loss of auditory receptivity:

Normal - PTA of 0 dB HTL to 26 dB HTL

Mild - PTA of 26 dB HTL to 40 dB HTL

Moderate - PTA of 41 dB HTL to 55 dB HTL

Moderately Severe - PTA of 56 dB HTL to 70 dB HTL

Profound - PTA of 91 dB HTL or above

In viewing a child from an educational standpoint, this general classification of hearing loss is helpful, but not detailed enough. The most important criteria for predicting a hearing impaired student's ability to function in a classroom setting is the ability to understand speech using residual hearing. A variety of standardized tests have been devised to measure speech discrimination. The standard test of speech discrimination used at the Michigan School for the Deaf is W-22 phonetically balanced (PB) word lists. When students have severe speech problems, the Michigan School for the Deaf uses a picture test entitled Word Intelligibility by Picture Identification (27). This test is somewhat easier to administer than a PB word list and, according to its authors, gives scores about 25% better for discrimination than a PB word list.

---

*HTL: Hearing Threshold Level

Hz: Hertz, a designation of frequency level (pitch), e.g. 500 Hz. is a low pitched sound, 5000 hZ. is a high pitched sound.

dB: decibel, a designation of sound pressure (loudness), e.g. 65 dB is the level of a normal speaking voice

When a comparison of degree of hearing loss and speech discrimination scores is made between currently enrolled students and the group of students who left MSD for reasons other than graduation (Table XXI), it was evident that there was little difference between the groups. Students enrolled euring the study had a slightly higher percentage of severe impairments. Eighty percent (80%) of currently enrolled students, compared to 76% of previously enrolled students, had hearing losses in the "profound" range and could not be evaluated on standardized speech discrimination tests. The combined numbers of "moderately severe" and "severe" students remained about the same: 19% for currently enrolled and 20% for previously enrolled. About 24% of the previously enrolled students could perform on one of the standardized speech tests compared with 21.5% of currently enrolled students. These comparisons revealed a relatively minor differences in the two study groups.

One change which has occurred during the five year period which this study covered was an increase in hearing aid usage: 68% of currently enrolled students utilized hearing aids, while 61% in the previously enrolled group used hearing aids. Of the currently enrolled students 17 out of 18, or 94.0%, who did not wear aids had profound losses and could not be evaluated on speech discrimination tests. For the previously enrolled group, 18 of 21, or 86%, were in the same category. This suggests that the "corrected hearing levels" for current students may have been better than previously enrolled students. However, such a conclusion did not hold true on closer examination of the data. Hearing aids improved sensitivity to sound, but could not provide improved speech understanding for those students who did not have enough residual hearing to discriminate speech. Thus, most of the "profoundly" hearing impaired students received only sound awareness from amplification. Table XXI summarizes these findings.

TABLE XXI

DISTRIBUTION OF HEARING LOSS FOR HSD STUDENTS

	Students Previously Enrolled				Students Currently Enrolled			
	Had Aid	Had No Aid	Combined Freq	% of Total	Had Aid	Had No Aid	Combined Freq	% of Total
Normal Hearing (PTA 0-26dB)								
CNE on Standard Test	0	0	0		0	0	0	0%
Performed on WIPI	0	0	0		0	0	0	0%
Performed on PB	0	1	1	1.85%	0	0	0	0%
Total	0	1	1	1.85%	0	0	0	0%
Mild Loss (PTA 26-40dB)								
CNE	0	0	0	0%	0	0	0	0%
WIPI	0	0	0	0%	0	0	0	0%
PB	0	0	0	0%	0	0	0	0%
Total	0	0	0	0%	0	0	0	0%
Moderate Loss (PTA 41-55dB)								
CNE	0	0	0	0%	0	0	0	0%
WIPI	0	0	0	0%	0	0	0	0%
PB	0	0	0	0%	0	0	0	0%
Total	0	0	0	0%	0	0	0	0%
Moderately Severe Loss (PTA 56-70dB)								
CNE	0	0	0	0%	0	0	0	0%
WIPI	0	0	0	0%	0	1	1	1.82%
PB	1	0	1	1.85%	2	0	2	3.64%
Total	1	0	1	1.85%	2	1	3	5.45%
Severe Loss (PTA 71-90dB)								
CNE	2	1	3	5.56%	3	0	3	5.45%
WIPI	4	1	5	9.26%	4	0	4	7.27%
PB	3	0	3	5.56%	1	0	1	1.82%
Total	9	2	11	20.37%	8	0	8	14.55%
Profound Loss (PTA 91 and up)								
CNE	20	18	38	70.37%	25	15	40	72.73%
WIPI	3	0	3	5.56%	3	1	4	7.27%
PB	0	0	0	0%	0	0	0	0
Total	23	18	41	75.93%	28	16	44%	80.0%
Grand Totals	33	21	54	100%	38	17	55	100%
Percentage of Grand Totals	61%	39%	100%		69%	31%	100%	

(LOW) — DEGREE OF LOSS — (HIGH)

Key: CNE - Could not evaluate on standardized test.
WIPI - Could perform above chance level on the Word Intelligibility by Picture Identification test.
PB - Could perform above 40% on W-22 phonetically balanced word lists. (40% is Social Security cut-off for benefits)
PTA - Pure Tone Average

Question 2: To what degree is the current placement appropriate for the handicapped student as perceived by MSD staff, local school staff and parents?

Response 2: Table XXII compares responses of MSD personnel, local education agency (LEA) personnel, and parents with regard to appropriateness the students' current placements. There was similarity among the three groups of respondents as to how they perceived the appropriateness of current placements whether the students were currently enrolled or previously enrolled at MSD.

It should be noted that many ISD personnel made no response regarding the appropriateness of placement for students who had returned to local districts. Also, several of the MSD staff members noted on the questionnaire that they were unfamiliar with the local program and therefore could not make a valid and informed response to this questionnaire item for previously enrolled students.

It was noteworthy that 80.0% of all parents reported that their children were in an appropriate placement.

TABLE XXII

COMPARISON OF PERCEPTIONS REGARDING APPROPRIATENESS OF CURRENT PLACEMENT OF HEARING IMPAIRED STUDENTS

STUDENT STATUS/ APPROPRIATENESS	FREQUENCY	PERCENTAGE
ENROLLED STUDENTS		
Most Appropriate		
MSD Staff	53	96.4%
Parent	22	88.0%
Somewhat Appropriate		
MSD Staff	2	3.6%
Parent	2	8.0%
Not Appropriate		
MSD Staff	0	0.0%
Parent	0	0.0%
No Response		
MSD Staff	0	0.0%
Parent	1	4.0%
PREVIOUSLY ENROLLED		
Most Appropriate		
MSD Staff	19	35.4%
LEA Staff	3	16.7%
Parent	9	45.0%
Somewhat Appropriate		
MSD Staff	6	11.1%
LEA Staff	2	11.1%
Parent	3	15.0%
Not Appropriate		
MSD Staff	1	1.8%
LEA Staff	0	0.0%
Parent	3	15.0%
No Response		
MSD Staff	28	51.9%
LEA Staff	13	72.2%
Parent	5	25.0%

Questionnaires Returned:

ENROLLED	PREVIOUSLY ENROLLED
MSD Staff = 55	MSD Staff = 54
Parent = 25	LEA Staff = 18
	Parent = 20

Question 3: What special education services, skill instruction, aids and devices are provided by MSD that are not provided by local school programs?

Response 3: Responses to item #3 of the MSD parent questionnaire are reported in Table XXIII. Respondents reported that MSD offered more special education services, specialized skill instruction, aids and devices for hearing impaired students than LEA programs.

TABLE XXIII

SPECIAL EDUCATION SERVICES, SKILL INSTRUCTION, AIDS AND DEVICES PROVIDED BY THE MICHIGAN SCHOOL FOR THE DEAF AND LOCAL SCHOOL DISTRICTS

SKILL INSTRUCTION/AID/DEVICE	MSD	PERCENTAGE	LEA	PERCENTAGE
a. Signing				
Enrolled	24	96.0%	4	20.0%
Previously Enrolled	20	80.0%	10	50.0%
b. Lip Reading				
Enrolled	20	80.0%	5	25.0%
Previously Enrolled	19	76.0%	10	50.0%
c. Total Communication				
Enrolled	23	92.0%	5	25.0%
Previously Enrolled	19	76.0%	9	45.0%
d. Speech and Language Therapy				
Enrolled	22	88.0%	5	25.0%
Previously Enrolled	17	68.0%	9	45.0%
e. TTY or TDD (Teletype/Telecommunication Device for the Deaf)				
Enrolled	13	52.0%	0	0.0%
Previously Enrolled	10	40.0%	3	15.0%
f. Skills of Daily Living				
Enrolled	22	88.0%	2	10.0%
Previously Enrolled	17	68.0%	9	45.0%
g. Leisure Skills				
Enrolled	24	96.0%	0	0.0%
Previously Enrolled	15	60.0%	8	40.0%
h. Home Economics				
Enrolled	20	80.0%	1	5.0%
Previously Enrolled	14	56.0%	5	25.0%
i. Industrial Arts				
Enrolled	20	80.0%	1	5.0%
Previously Enrolled	15	60.0%	4	20.0%
j. Physical Education				
Enrolled	24	96.0%	3	15.0%
Previously Enrolled	17	68.0%	9	45.0%
k. Art				
Enrolled	24	96.0%	2	10.0%
Previously Enrolled	14	56.0%	9	45.0%
l. Music				
Enrolled	15	60.0%	0	0.0%
Previously Enrolled	8	32.0%	6	30.0%
m. Vocational Training				
Enrolled	15	60.0%	1	5.0%
Previously Enrolled	10	40.0%	1	5.0%

NOTE 1: Results are based on completed questionnaires for enrolled and previously enrolled students combined: $n_{Enrolled} = 25$ $n_{Previously\ Enrolled} = 20$

NOTE 2: LEA response regarding enrolled students relate to students' educational program in LEA prior to enrollment at MSD.

Question 4: Are skills that are learned at MSD transferred when the student returns to the local school program?

Response 4: Questionnaire item #4 was used to collect data regarding this research question and was completed by LEA staff and parents regarding previously enrolled students. No conclusions could be drawn from this data. For respondents who answered item #4, the perception of LEA staff and parents regarding the transfer of skills was mixed. The small percentages of responses to this item could be an indication that either (1) the questionnaire item was not worded clearly, or (2) parents and LEA staff did not consider themselves capable of making an appropriate evaluation regarding transfer of student learning (see Table XXIV). It should also be noted that 8 of the 54 students spent 6 months or less at MSD and this "trial period" may not have been perceived as sufficiently long for acquisition of transferrable skills.

TABLE XXIV

COMPARISON OF PERCEPTIONS OF LEA STAFF AND
PARENTS REGARDING TRANSFER OF LEARNING
FOR PREVIOUSLY ENROLLED STUDENTS

RESPONSE	FREQUENCY	PERCENTAGE
LEA Staff		
Transfer	3	12.0%
No Transfer	1	4.0%
No Response	14	84.0%
	N=18	100.0%
Parents		
Transfer	10	50.0%
No Transfer	5	25.0%
No Response	5	25.0%
	N=20	100.0%

Question 5: Why were students placed at MSD as perceived by the MSD staff, local education agency (LEA) staff and parents?

Response 5: Table XXV illustrates that there were simularities between MSD staff, local education agency staff and parents with regard to their perceptions on the rationale for placement of students at MSD. Most respondents had some recollection that an educational planning committee (EPPC--IEPC) made the decision to place the student at the state school. By prioritizing responses to the questionnaire by frequency, the reasons receiving the greatest number of responses from all three groups of respondents for both study groups included "parent decision", "need for specialized instruction in communication", "need for vocational training", "residential placement was least restrictive educational environment at the time", and "student too severely handicapped to be served in local school programs."

TABLE XXV

RATIONALE FOR PLACEMENT OF STUDENTS AT MICHIGAN SCHOOL FOR THE DEAF

STUDENT STATUS ENROLLED	FREQUENCY	PERCENTAGE	STUDENT STATUS PREVIOUSLY ENROLLED	FREQUENCY	PERCENTAGE
a. Recommendation by Educational Planning Committee (EPPC→IEPC)					
MSD Staff	48	87.3%	MSD Staff	46	85.2%
Parent	10	40.0%	LEA Staff	6	33.3%
			Parent	9	45.0%
b. Recommendation by Another Agency					
MSD Staff	3	5.5%	MSD Staff	5	9.3%
Parent	1	4.0%	LEA Staff	0	0.0%
			Parent	2	10.0%
c. Need for Residential Placement					
MSD Staff	9	16.4%	MSD Staff	37	68.5%
Parent	9	36.0%	LEA Staff	0	0.0%
			Parent	8	10.0%
d. Need for Specialized Service for Students Who Have Both Hearing and Vision Losses					
MSD Staff	5	9.1%	MSD Staff	4	7.4%
Parent	3	12.0%	LEA Staff	0	0.0%
			Parent	2	10.0%
e. Need for Specialized Instruction in Communication					
MSD Staff	45	81.8%	MSD Staff	47	87.0%
Parent	16	64.0%	LEA Staff	3	37.5%
			Parent	12	60.0%
f. Need for Vocational Training					
MSD Staff	40	72.7%	MSD Staff	45	83.3%
Parent	15	60.0%	LEA Staff	3	16.7%
			Parent	16	80.0%
g. Parent Decision					
MSD Staff	48	87.3%	MSD Staff	44	81.5%
Parent	20	80.0%	LEA Staff	3	16.7%
			Parent	14	70.0%
h. Student Too Severely Handicapped to be Served in Local School Programs					
MSD Staff	25	45.5%	MSD Staff	18	33.3%
Parent	18	72.0%	LEA Staff	3	16.7%
			Parent	14	70.0%
i. Residential Placement was for Least Restrictive Educational Environment at the Time					
MSD Staff	31	56.4%	MSD Staff	37	68.5%
Parent	6	24.0%	LEA Staff	3	16.7%
			Parent	8	40.0%
Questionnaires Returned: MSD Staff = 55, Parent = 25			Questionnaires Returned: MSD Staff = 54, LEA Staff = 18, Parent = 20		

NOTE 1: Percentages are calculated on the total number of responses to questionnaire item #7. Percentages do not total to 100.0% because respondents are instructed to check all items which apply for an individual student.

NOTE 2: LEA Staff were not requested to complete questionnaires for students enrolled at MSD.

Question 6: Why were students released from MSD as perceived by MSD staff, local education agency staff and parents?

Response 6: Table XXVI illustrates the reasons reported for students departing from the Michigan School for the Deaf. No clear trends, not even the educational planning committee (EPPC--IEPC), was perceived as a primary reason for the students' departure from MSD.

TABLE XXVI

RATIONALE FOR DEPARTURE OF STUDENTS FROM MICHIGAN SCHOOL FOR THE DEAF FOR PREVIOUSLY ENROLLED STUDENTS

RATIONALE/RESPONDENT	FREQUENCY	PERCENTAGE
a. Recommendation by the Educational Planning Committee (EPPC→IEPC)		
MSD Staff	11	20.4%
LEA Staff	3	16.7%
Parent	2	10.0%
b. Local Program Provided Least Restrictive Environment At The Time		
MSD Staff	10	18.5%
LEA Staff	2	11.1%
Parent	2	10.0%
c. Parent Decision		
MSD Staff	13	24.1%
LEA Staff	2	11.1%
Parent	3	15.0%
d. Local School Provides All Necessary Programs and Services		
MSD Staff	6	11.1%
LEA Staff	2	11.1%
Parent	1	5.0%
e. Student No Longer Needs Residential Placement		
MSD Staff	7	13.0%
LEA Staff	2	11.1%
Parent	2	10.0%
f. Student Too Severely Impaired and Needs Services Not Offered at MSD		
MSD Staff	7	13.0%
LEA Staff	1	5.6%
Parent	1	5.0%

Questionnaires Returned:

MSD Staff = 54
LEA Staff = 18
Parent = 20

Question 7: What benefits, if any, are derived for students by attending MSD that are not available in the local school program as perceived by MSD staff, local education agency staff and parents?

Response 7: This research question was addressed in items #9 and #10 on both the MSD parent questionnaire and school questionnaire. Item #9 required the respondents to indicate "yes" or "no" to the question, "Do you feel that this/your student benefited from the educational experience at MSD"? For students currently enrolled at MSD, the responses were overwhelmingly in the affirmative (MSD staff = 98.2%; Parents = 92.0%). For students previously enrolled, there were too few responses from both the local education agencies and parents to draw any conclusions. Table XXVII gives an indication that an overwhelming majority of respondents perceived that students did benefit from their educational experience at MSD. There were no marked differences in the perceptions of the three groups of respondents when the study groups were examined by age.

Responses to questionnaire item #10 also provided data to answer this research question. Item #10 was a subjective open-ended question which required respondents to list educational benefits, if any, that the program at MSD provided for the students that were not available in the local school district. Listings that were similar in nature were grouped to facilitate the reporting of the responses. Table XXVIII summarizes the reported benefits of the programs and services at MSD. Generally, parents and state school staff identified very similar benefits of the MSD program. The most frequently identified benefits of the MSD program included (1) "socialization/peer interactions/improved self-esteem", (f=131); (2) "extra-curricular

activities/leadership opportunities", (f=117); (3) "total communication" program, (f=86); and (4) "ability grouping/individualization/small classes, (f=60).

TABLE XXVII

COMPARISON OF PERCEPTIONS AMONG MSD STAFF, LEA STAFF & PARENTS ON STUDENT BENEFITS FROM EDUCATIONAL EXPERIENCE AT MSD

STUDENT STATUS/ RESPONDENT	FREQUENCY	PERCENTAGE
ENROLLED		
MSD Staff		
Beneficial	54	98.2%
Not Beneficial	1	1.8%
No Response	0	0.0%
Parent		
Beneficial	23	92.0%
Not Beneficial	0	0.0%
No Response	2	8.0%
PREVIOUSLY ENROLLED		
MSD Staff		
Beneficial	51	94.4%
Not Beneficial	3	5.6%
No Response	0	0.0%
LEA Staff		
Beneficial	5	27.7%
Not Beneficial	1	5.6%
No Response	12	66.7%
Parent		
Beneficial	16	80.0%
Not Beneficial	2	10.0%
"Questionable"	1	5.0%
No Response	1	5.0%

Questionnaires Returned:

ENROLLED	PREVIOUSLY ENROLLED
MSD Staff = 55	MSD Staff = 54
Parent = 25	LEA Staff = 18
	Parent = 20

TABLE XXVIII

BENEFITS OF MICHIGAN SCHOOL FOR THE DEAF
THAT ARE NOT AVAILABLE IN LEA PROGRAMS

BENEFIT	FREQUENCY	PERCENTAGE	COMPOSITE FREQUENCY	COMPOSITE PERCENTAGE	COMPOSITE RANK
Socialization/Peer Interactions/Improved Self-Esteem					
MSD Staff	82	75.2%			
LEA Staff	2	11.1%	124	72.1%	1
Parents	40	88.9%			
Extra-Curricular Activities/Leadership Opportunities					
MSD Staff	59	54.1%			
LEA Staff	16	88.9%	114	66.3%	2
Parent	39	86.7%			
Total Communication					
MSD Staff	62	56.9%			
LEA Staff	1	5.6%	86	50.0%	3
Parents	23	51.1%			
Ability Grouping/Individualization/Small Classes					
MSD Staff	31	28.4%			
LEA Staff	0	0.0%	60	34.9%	4
Parent	29	64.4%			
College Preparation/Improved Academic Process					
MSD Staff	16	14.7%			
LEA Staff	1	5.6%	30	17.4%	5
Parent	13	28.9%			
Highly Trained Experienced Personnel/Special Support Personnel					
MSD Staff	16	14.7%			
LEA Staff	2	11.1%	30	17.4%	6
Parent	12	26.7%			
Vocational Training/Employment					
MSD Staff	19	17.4%			
LEA Staff	2	11.1%	26	15.1%	7
Parent	5	11.1%			
Professional Role Models					
MSD Staff	9	8.3%			
LEA Staff	0	0.0%	10	5.8%	8
Parent	1	2.2%			

Questionnaires Returned:
MSD Staff = 109 Parent = 45
LEA Staff = 18 N = 172

NOTE 1: Frequency column indicates total number of times an item was listed by respondents. Percentages were calculated on the total number of questionnaires returned.

NOTE 2: Data from MSD staff and parents is for both enrolled and previously enrolled students. Data from LEA staff is for previously enrolled students only.

Question 8: What benefits, if any, are derived for students by attending local school programs that are not available at MSD as perceived by MSD staff, local education agency staff and parents?

Response 8: Responses provided to questionnaire item #11 generated data to answer the last research question. This was a subjective open-ended question which required the respondent to list educational benefits, if any, that were available from the local school program that are not available at MSD. Table XXIX reports frequency data for MSD staff, LEA staff and parents.

A majority of responses from MSD staff (n=66; 60.6%) and parents (n=24; 53.3%) perceived the local education agency programs as having few or no benefits that were not available at the state school. It was interesting to note that there were no LEA staff (0.0%) that reported that they perceived the situation in this manner.

As indicated in Table XXIX, the second most frequently reported benefit of the LEA programs was the opportunity for the student to live at home under the care and guidance of parents (n=46; 27.9%).

Responses which were "negative" in nature were not included in the tabulation of data for Table XXIX. However, several parents of enrolled students wrote the following comments: hearing impaired students were "socially isolated" in the local school; the LEA program was "frustrating to the student"; or "not appropriate."

TABLE XXIX

BENEFITS OF LEA PROGRAMS THAT ARE NOT AVAILABLE
AT MICHIGAN SCHOOL FOR THE DEAF

BENEFIT	FREQUENCY	PERCENTAGE	COMPOSITE FREQUENCY	COMPOSITE PERCENTAGE	COMPOSITE RANK
LEA Has No Benefits That Are Not Available at MSD					
MSD Staff	66	60.6%			
LEA Staff	0	0.0%	90	52.3%	1
Parent	24	53.3%			
Living At Home					
MSD Staff	37	33.9%			
LEA Staff	5	27.8%	48	27.9%	2
Parent	6	13.3%			
Interaction With Hearing Peers					
MSD Staff	0	0.0%			
LEA Staff	2	11.1%	5	2.9%	3
Parent	3	6.7%			
Attendance at Vocational Skill Center					
MSD Staff	2	1.8%			
LEA Staff	0	0.0%	3	1.7%	4
Parent	1	2.2%			
Up-Dated Curriculum					
MSD Staff	2	1.8%			
LEA Staff	0	0.0%	2	1.2%	5
Parent	0	0.0%			
Strong Oral Emphasis					
MSD Staff	1	0.9%			
LEA Staff	0	0.0%	1	0.6%	5
Parent	0	0.0%			

Questionnaires Returned:
MSD Staff =109
LEA Staff = 18
Parent = 45
N = 172

NOTE 1: Frequency column indicates total number of times an item was listed by respondents. Percentages were calculated on the total number of questionnaires returned.

CHAPTER SEVEN

FINDINGS FOR MUTUAL CLIENTS OF THE MICHIGAN REHABILITATION SERVICES AND THE MICHIGAN SCHOOL FOR THE DEAF

Michigan Rehabilitation Services (MRS) was provided with a list of 165 graduates of the Michigan School for the Deaf (MSD) dating from June of 1975 to June of 1979. One hundred and fifty-eight (158), or 96%, of these graduates were confirmed as having some contact with MRS. Seventy-three (73) of the mutual MSD/MRS clients were active cases in April of 1981; the remaining 85 cases had been closed, completed or withdrawn from the program.

A large portion of the MSD/MRS mutual clients (39%) had been closed and re-opened at a later date by MRS at least once. This is consistent with the agency's practice of opening and closing cases in accordance with individual client circumstances. It is an indication that some MSD clients may require a long term relationship with MRS.

The distribution of the status of the population for this portion of the study are contained in Table XXX.

TABLE XXX

STATUS OF MUTUAL CLIENTS OF THE MICHIGAN REHABILITATION SERVICES AND THE MICHIGAN SCHOOL FOR THE DEAF, 1975 - 1979*

STATUS	NO. OF CLIENTS	PERCENTAGE
Open-Active Cases	73	44.2%
Closed-Inactive Cases	85	51.5%
Not Located	7	4.3%
TOTALS	165	100.0%

Distribution of the 73 open cases is illustrated in Table XXXIII.

*Data completed in April, 1981

TABLE XXXI

OPEN CASES OF MICHIGAN REHABILITATION SERVICES (APRIL 1981)
WHO WERE GRADUATES OF MICHIGAN SCHOOL FOR THE DEAF FROM 1975 TO 1979

STATUS	NO. OF CLIENTS	PERCENTAGE
Applicants for Service (02)	7	9.6%
Extended Evaluation (06)	1	1.4%
Plan Development (0)	4	5.5%
Individualized Written Rehabilitation Plan (12)	3	4.1%
Physical & Mental Restoration (16)	1	1.4%
In Training (18)	28	38.4%
Seeking Employment (20)	7	9.6%
In Employment (22, 26)	6	8.2%
Services Interrupted (24, 28, 30)	15	20.5%
Post Employment	1	1.4%
TOTALS	73	100.0%

The following is an explanation of the various caseload statuses utilized by Michigan Rehabilitation Services Programs:

Applicants for Service (02). Information is being gathered to determine eligibility for service and functional limitations.

Extended Evaluation (06). Evaluation is continuing (up to 18 months) over a longer period of time as potential for employment has not been fully determined. May be in trial treatment program.

Plan Development (10). Eligibility has been determined but a specific rehabilitation plan or objective has not yet been determined.

Individualized Written Rehabilitation Plan (12). Has been developed jointly by client/counselor but not yet implemented.

Physical and Mental Restoration (16). Major service being provided is medical, surgical, psychiatric, therapeutic or fitting of an artifical applicance.

In Training (18). Major service being provided is training at a university, community college, vocational school, business school, on-the-job, or other facility.

Seeking Employment (20). Preparation for employment has been completed and client is employed. Follow-up is necessary for at least two months to assure appropriate placement.

Services Interrupted (24, 28, 30). Services outlined in a rehabilitation plan have been discontinued and are pending development of a revised plan, change in client's circumstances of case closure.

Post Employment. Services are being provided to assist a recently rehabilitated client to maintain employment.

Of the 85 cases closed by MRS who were graduates of Michigan School for the Deaf, it was encouraging to note that 64 of these people were employed and two were homemakers. The remainder of the closed cases represented people who withdrew from the program or the employment market for a variety of reasons. Experience has shown that these same people may return to MRS for services at a later date as their circumstances change.

The Michigan School for the Deaf and Michigan Rehabilitation Services have mutually served individuals as part of a written agreement for over ten years. An MRS counselor from the Flint North District Office is assigned full-time to serve deaf citizens in the Flint community to include MSD students. This counselor attends all IEPC's for MSD students who are seniors or are near graduation. As MSD students leave the school to return to their home areas, the Flint North counselor serves as a liaison until an MRS counselor near the client's home is assigned. MSD provides a staff person whose duties include the gathering of information (transcripts, medical examinations, vocational testing) on individual students which is needed by MRS counselors. This working agreement between the two units of the Department of Education appears to be successful and is expected to continue. Such a working agreement is necessary to serve the needs of the mutual clients. However, the agreement is in need of continuous review and refinement.

CHAPTER EIGHT

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY OF FINDINGS

The following statements present a summary of study results:

(1) Ninety-two percent (92.0%) of the parents surveyed reported that their handicapped students were appropriately placed whether enrolled in the state schools or the local education agencies (see Tables VII and XXII).

(2) State school staff (90.7%) and parents (89.4%) concurred in their perception that handicapped students who had attended the state schools benefited from their placement at the state schools (see Tables XII, XIII, XXVII and XXVIII).

(3) While the Michigan School for the Blind continues to serve visually impaired students, the number of students with multiple handicaps has increased over the past five years (see Table III).

(4) Most parents (78.8%) reported that they perceive themselves as having influence in the decision making process as it relates to placement and transfer of their handicapped child at the state schools through their participation in the IEPC process (see Tables X and XXV, item g).

(5) Respondents identified few benefits provided by local education agency programs for vision and hearing students that were not also available at the state school (see Tables XIV and XXIX).

(6) The rehabilitation agencies worked with a large percentage of students who graduated from the state schools. Competitive employment, sheltered employment or independent homemaker training constitute the goal of these agencies (see Tables XV, XVI, XXX and XXI).

CONCLUSIONS

The following conclusions are derived from the findings:

(1) The effects of a vision loss on the learning process are different from those of a hearing loss, thus, the two groups under investigation in this research study should not be compared.

(2) Consumers and providers reported that school personnel were making sound educational decisions regarding placement of visually impaired and hearing impaired students.

(3) The state schools provide unique services which some local education programs are not currently providing.

(4) While the two state schools serve different populations, the data collected in this study reflects satisfaction on the part of consumers (parents) with the educational programs provided in these settings.

(5) Both state schools have sound relationships with the appropriate rehabilitation agencies.

(6) State school efforts seem to be supportive and in harmony with goals and objectives of the rehabilitation agencies.

RECOMMENDATIONS FOR FUTURE RESEARCH:

1. A comprehensive follow-up system should be developed at each state school. This system should be on-going and include periodic checks. This will provide for timely, meaningful and accurate collection of data regarding on-going issues and concerns about the role and function of the state schools in the special education continuum of services.

2. The proposed follow-up system should be organized and stored in a computer bank in order that the State Board of Eduction may request and receive timely reports regarding the role, function and status of the two state schools.

3. There should be collaboration between the state schools and the respective rehabilitation agencies in the data collection process for the purpose of follow-up. This interagency effort will provide further insight into the perceptions and concerns of educators and parents alike as they relate to educational programming for students with visual and hearing impairments.

Finally, the primary benefit accrued by the Michigan Board of Education in following the recommendations of this study is the possibility of on-going collection of data regarding consumers which will lend direction to future planning activities towards the enhancement of the special education service delivery system for low incidence categories of handicapped students.

BIBLIOGRAPHY

1. Amended Annual Program Plan for Fiscal Years 1981-83 Under Part B, The Education For All Handicapped Children Act of 1975, As Amended by P.L. 94-142 (Michigan State Board of Education: Special Education Service Area), October 1, 1980.

2. Baldwin, Richard L. "A Role for the Michigan School for the Deaf: A Position Paper" (September 20, 1977).

3. Beltran, Lydia. "Trends in Special Education: 1971-1981", (Michigan State Board of Education: Special Education Service Area), 1981.

4. Batten, Murray O. "Availability of Services from Michigan School for the Blind and Michigan School for the Deaf for the 1979-80 School Year", Letter to Local and Intermediate School Districts: June 18, 1979).

5. Batten, Murray O. "Senate Study on the Michigan School for the Deaf: (Memorandum to James Phelps: October 8, 1980).

6. Bryant, Nancy. The Role of the Michigan School for the Blind in the State-Wide Delivery System for the Visually Impaired and Hearing Impaired School-Aged Persons (October, 1977).

7. Bryant, Nancy. "Summary of Program Changes Resulting From Budget Reduction: Michigan School for the Blind" (Unpublished mimeograph) Spring, 1981.

8. Cook, J. J. Follow-up Study of the Visually Impaired: Monograph No. 5 -- Program Accountability in Special Education, 1976 (ED 176 489 microfiche).

9. Durkee, Almond J.; William C. Roege and William Gardner. "A Determination of Residential Capacity for Each School and Cost of Consolidating Michigan School for the Blind and Michigan School for the Deaf at One Location", (Phase I).

10. Educational Management Services, Inc. "State Residential School Study: Preliminary Report Summary", (Minneapolis, Minnesota: February, 1977).

11. Evaluation Summary and Report: NAC Self-Study -- Michigan School for the Blind (1980-81).

12. Franchak, Steven J. and Janet E. Spirer, Evaluation Handbook, Volume 2: Guidelines and Practices for Follow-up Studies of Special Populations (Ohio State University - Columbus: National Center for Research in Vocational Education) 1979 (ED 185 238 - microfiche).

13. Gates, Robert R. "Report of an Administrative Review of the Michigan School for the Deaf", (September, 1977).

14. Harlow, Mary Jane P., et. al. Post Secondary Programs for the Deaf: Follow-up Data Analysis Research Report No. 79 (Minnesota University - Minneapolis: Research, Development and Demonstration Center in Education of Handicapped Children) December, 1974 (ED 109 862 - microfiche).

15. "An Interim Statement on Admission: Michigan School for the Blind" (1979-80): Attachment A to Batten Letter of June 18, 1979.

16. "An Interim Statement on Admission: Michigan School for the Deaf" (1979-80): Attachment B to Batten Letter of June 18, 1979.

17. Kennedy, Patricia, et. al. Results of a Follow-up Sociometric Research Study and Summary of Longitudinal and Cross Sectional Data on Hearing Impaired Children Enrolled in Regular Classrooms. April, 1976 (ED 125 203 - microfiche).

18. Livingston-White, Deborah J. "Summary of Studies and Recommendations for The Michigan School for the Deaf and Michigan School for the Blind" (August, 1979).

19. Livingston-White, Deborah J. Special Education Service Area Information Booklet (1979-80).

20. "Michigan Economic Review and Outlook", (State of Michigan: Department of Management and Budget) 1981.

21. "Michigan School for the Blind is More Than a School" (1979).

22. "Michigan School for the Deaf" Rule 393.51 of the Miscellaneous Statutes (Act 116, 1893, p. 164), pp. 451-453.

23. "1978-79 Annual Report: Special Education Services", (Michigan Department of Education: Lansing, Michigan) 12-14.

24. Powers, Gerry and Lewis, James. 1970-1975 Follow-up of Hearing Impaired Graduates of Pennsylvania (Bloomsburg State College: July 1, 1975 - July 30, 1976). (ED 136 496 - microfiche).

25. Public Act 451, Michigan Special Education Rules (As Amended August 13, 1980)

26. Reich, P.A. and C.M. Reich. A Follow-up Study of the Deaf (Toronto University: Ontario) January, 1974. (ED 090 729 - microfiche).

27. Ross, M. and Lerman, Jay. Word Intelligibility by Picture Identification (Stanwix House, Inc.: Pittsburgh, 1971).

28. "What's Happening Now" (Michigan School for the Deaf: Flint, Michigan) 1980.

29. "Volunteer Handbook" (Michigan School for the Blind: Leisure Services), Revised March, 1979.

APPENDIX

COVER LETTERS

AND

QUESTIONNAIRES

STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

Lansing, Michigan 48909

PHILLIP F. RUNKEL
Superintendent
of Public Instruction

STATE BOARD OF EDUCATION
(with years when terms expire)
1983
SILVERENIA Q. KANOYTON
BARBARA ROBERTS MASON
1985
DR. GUMECINDO SALAS
JOHN WATANEN, JR.
1987
BARBARA DUMOUCHELLE
ANNETTA MILLER
1989
NORMAN OTTO STOCKMEYER, SR.
DR. EDMUND F. VANDETTE
Ex-Officio
GOV. WILLIAM G. MILLIKEN

May 11, 1981

Dear Director of Special Education,

We need your help!

The Michigan Department of Education - Special Education Services Area is conducting a study for the State Board of Education of students who have attended the Michigan School for the Blind. Answers to the enclosed questionnaire will provide us with some data needed for the completion of this project. It will likewise provide us with insight into concerns, particularly as they relate to the educational programs for visually impaired students in Michigan and lend direction to our planning activities towards enhancement of current services. It is very important that all questions that pertain to each student are answered as the validity of the study depends much on a complete response.

All information that we receive will remain confidential. We will report only aggregate data to the State Board of Education. Names of individual students will not appear in the final report.

Please forward the enclosed materials to the Teacher Consultant of the Visually Impaired immediately. You can help by assuring that the enclosed questionnaire is completed and returned by May 25, 1981.

Dr. Deborah Livingston-White, Special Education Consultant, is coordinating this project. She can answer any questions you may have regarding this project. Please feel free to contact her (517) 373-0923.

Thank you in advance for your cooperation and support in helping to bring this project to successful completion.

Sincerely,

Murray O. Batten

Murray O. Batten, Director
Special Education Services

MOB:sf

STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

Lansing, Michigan 48909

PHILLIP E. RUNKEL
Superintendent
of Public Instruction

STATE BOARD OF EDUCATION
(with years when terms expire)
1983
SILVERENIA Q. KANOYTON
BARBARA ROBERTS MASON
1985
DR. GUMECINDO SALAS
JOHN WATANEN, JR.
1987
BARBARA DUMOUCHELLE
ANNETTA MILLER
1989
NORMAN OTTO STOCKMEYER, SR.
DR. EDMUND F. VANDETTE
Ex-Officio
GOV. WILLIAM G. MILLIKEN

May 11, 1981

Dear Teacher/Consultant of the Visually Impaired,

We need your help!

The Michigan Department of Education - Special Education Services Area is conducting a study on students who have attended the Michigan School for the Blind for the State Board of Education. Answers to the enclosed questionnaire will provide us with some data needed for the completion of this project. It will likewise provide us with insight into concerns, particularly as they relate to the educational programs for visually impaired students in Michigan and lend direction to our planning activities towards enhancement of current services. It is very important that all questions that pertain to each student are answered as the validity of the study depends much on a complete response.

All information that we receive will remain confidential. We will report only aggregate data to the State Board of Education. Names of individual students will not appear in the final report.

Please complete the questionnaire and return it by May 25, 1981. I will follow-up with you by telephone if I have not received your response by the deadline.

Thank-you in advance for your cooperation and support in helping to bring this project to successful completion.

Sincerely,

Deborah Livingston-White, Ed.D.

Deborah Livingston-White, Ed.D.
Special Education Consultant for
Visually Impaired

MICHIGAN SCHOOL FOR THE BLIND QUESTIONNAIRE

The Michigan Department of Education is conducting a study on students who have attended the Michigan School for the Blind for the State Board of Education. Your answers to the following questionnaire items will provide us with some data needed to complete this project. It will, likewise, provide us with insight into your concerns, particularly as they relate to your students' educational program, and lend direction to our planning activities towards enhancement of current services.

It is imperative that you respond to all questions that pertain to your student as the validity of the study depends much on your input.

Please return the completed questionnaire by May 25, 1981, to Deborah Livingston-White, Michigan Department of Education, Special Education Service Area, P.O. Box 30008, Lansing, Michigan 48909. If you have questions, you may contact Dr. Livingston-White at (517) 373-0923.

Your Name: _____ Business Phone: _____
(Optional) (A/C)

Employing School District: _____

Grade/Level(s): _____ Role or Title: _____

Type of Program Taught (Check One):

Regular Ed. Program _____ Subjects: _____

Special Ed. Program _____ Sp. Ed. Certification/Approval Area(s): _____

Student Name: _____ Birth Date: _____ Age: _____

Address: _____ Sex: M F

_____

Date Student Left MSB: _____ Length of Stay at MSB: __ Yrs. ____ Months

Current District Providing Services: (ISD) _____

(LEA) _____

Grade or Program/Level: _____

1. What is the student's primary special education impairment category? Check (✓) one letter from 'a' to 'j' to indicate primary impairment classification; Check (✓) all secondary characteristics that apply.

	Primary Impairment	Secondary Characteristic(s)
a. Visually Impaired	_____	_____ (a)
b. Hearing Impaired	_____	_____ (b)
c. Severely Multiply Impaired		
(1) Deaf-Blind	_____	_____ (1)
(2) Other than Deaf-Blind	_____	_____ (2)
d. Severely Mentally Impaired	_____	_____ (d)
e. Educable Mentally Impaired	_____	_____ (e)
f. Trainable Mentally Impaired	_____	_____ (f)
g. Emotionally Impaired	_____	_____ (g)
h. Specific Learning Disability	_____	_____ (h)
i. Physically & Otherwise Health Impaired	_____	_____ (i)
j. Speech and Language Impaired	_____	_____ (j)

2. How appropriate is student's current placement? (Check One)

a. Not Appropriate	_____
b. Somewhat Appropriate	_____
c. Most Appropriate	_____

Comments: _____

_____

3. What is the student's corrected acuity?

	Right Eye	Left Eye
a. 20/70	_____	_____ (a)
b. Less than 20/70, but not legally blind	_____	_____ (b)
c. Legally Blind, 20/200 or less	_____	_____ (c)
d. Light Perception	_____	_____ (d)
e. Totally Blind	_____	_____ (e)

f. Does student's medical records indicate a (static/progressive) type of visual loss? (Circle One)

Other pertinent information (i.e. field of vision, RP, etc.)

_____

_____

IF STUDENT IS CURRENTLY ENROLLED AT MSB, GO TO QUESTION #5.

4. If the student has returned from MSB to a local school program, has the student transferred skills to his present educational situation? Please explain:	Yes	No	Unknown
	___	___	____

_____

_____

5. How does this student perform in comparison to other VI students with similar ability levels who have not attended MSB?

	Below Other VI Students	Same as Other VI Students	Better than Other VI Students	
____ No Means of Making This Comparison				
a. Academic performance	____	____	____	(a)
b. Social adjustment	____	____	____	(b)
c. Ability to assume responsibility	____	____	____	(c)
d. Ability to use leisure time/extra curricular activities	____	____	____	(d)
e. Ability to work independently	____	____	____	(e)

Explain briefly: _____

_____

6. What do you foresee for this student in the future?

	Yes	No	
a. Drop out at age 16 or prior to graduation	____	____	(a)
b. Graduation before age 26	____	____	(b)
c. Graduation/termination at age 26	____	____	(c)
d. Further vocational training	____	____	(d)
e. College/University	____	____	(e)
f. Other(s) - Specify: _____			

_____

_____

7. Why was student placed at MSB? (Check 'yes' or 'no' for all items 'a' to 'j' that you are knowledgeable; Check 'unknown' if you do not have information specific to item)

	Yes	No	Unknown	
a. Recommendation by Educational Planning Committee	____	____	____	(a)
b. Recommendation of another state agency	____	____	____	(b)
c. Need for residential placement	____	____	____	(c)
d. Need for specialized services for students who have both hearing and vision losses	____	____	____	(d)
e. Need for orientation & mobility instruction	____	____	____	(e)
f. Need for vocational training	____	____	____	(f)
g. Parents decision	____	____	____	(g)
h. Student too severely handicapped to be served in local school programs	____	____	____	(h)
i. Residential placement was for least restrictive educational environment at the time	____	____	____	(i)
j. Other(s) - Specify: _____				

_____

_____

NOTE: Data collected on circled items (#5 and #6) is not reported in this study.

IF STUDENT IS CURRENTLY ENROLLED AT MSB, GO TO QUESTION #9.

8. If the student has returned to the local school district, why did the student leave MSB? (Check 'yes' or 'no' for all items 'a' to 'f' that you are knowledgeable; Check 'unknown' if you do not have information specific to item)

	Yes	No	Unknown	
a. Local program was most appropriate placement	____	____	_____	(a)
b. Local program provided least restrictive environment at this time	____	____	_____	(b)
c. Parents want the student at home	____	____	_____	(c)
d. Local school provides all necessary programs and services	____	____	_____	(d)
e. Student no longer needs residential placement	____	____	_____	(e)
f. Student is too severely impaired and needs services not offered at MSB. Explain:	____	____	_____	(f)

_____

_____

g. Other(s) - Specify: _____

_____

9. Do you feel that this student benefit(s)/(ed) from educational experience at MSB? Explain briefly: Yes ___ No ___

_____ _____

_____

10. What benefit(s) do you see for this student from the educational program at MSB that is not available in the local school district?

_____

_____

_____

11. What benefit(s) do you see for this student from the local school program that is not available at MSB?

_____

_____

_____

NOTE TO MSB PERSONNEL: If the student has returned to a local school district, STOP. Do not complete questions 12-15 for students who have returned to a local school program.

12. Describe the type of special education program and services the student is currently receiving and are included in the current IEP (check all that apply):

a.	Teacher Consultant Services	_____ (a)
b.	Special Education Classroom Part-Time; ____% in Regular Education	_____ (b)
c.	Special Education Full-Time	_____ (c)
d.	Occupational Therapy	_____ (d)
e.	Physical Therapy	_____ (e)
f.	Orientation and Mobility	_____ (f)
g.	School Social Worker	_____ (g)
h.	Speech and Language Therapy	_____ (h)
i.	Adaptive Physical Education	_____ (i)
j.	Other: _____	_____ (j)

13. Please answer the following questions based on the student's current performance and activities in the school program. Does the student:

		Yes	No	
a.	Wear glasses?	_____	_____	(a)
b.	Use low vision aids? Describe: _____	_____	_____	(b)
c.	Wear a hearing aid?	_____	_____	(c)
d.	Use a slate and stylus?	_____	_____	(d)
e.	Read and write Braille?	_____	_____	(e)
f.	Use a Braille Writer?	_____	_____	(f)
g.	Know how to use an Optacon?	_____	_____	(g)
h.	Have an Optacon?	_____	_____	(h)
i.	Use the Optacon for school work?	_____	_____	(i)
j.	Know how to use a talking calculator?	_____	_____	(j)
k.	Have a talking calculator?	_____	_____	(k)
l.	Use a white cane for mobility?	_____	_____	(l)
m.	Have a seeing eye dog and received training?	_____	_____	(m)
n.	Use electronic mobility aide?	_____	_____	(n)
	Describe: _____			
o.	Have orientation and mobility skills adequate for:			
	(1) School work?	_____	_____	(1)
	(2) Family living?	_____	_____	(2)
	(3) Social life?	_____	_____	(3)
	(4) Employment?	_____	_____	(4)
p.	Participate in Home Economics?	_____	_____	(p)
	If no, why not? _____			
q.	Participate in Industrial Arts?	_____	_____	(q)
	If no, why not? _____			
r.	Participate in Vocational Training?	_____	_____	(r)
	If no, why not? _____			
s.	Write his/her name?	_____	_____	(s)
t.	Participate in Music?	_____	_____	(t)
	If no, why not? _____			
u.	Participate in Art?	_____	_____	(u)
	If no, why not? _____			
v.	Participate in Athletics?	_____	_____	(v)
	If no, why not? _____			
w.	Participate in Outdoor Education?	_____	_____	(w)
	If no, why not? _____			
x.	Participate in Leisure Education?	_____	_____	(x)
	If no, why not? _____			

NOTE: Data collected on circled item (#12) is not reported in this study.

(14.) Please list subject/course work in which the student currently participates in Regular Education.

SUBJECT	Hrs./Week	SUBJECT	Hrs./Week

(15.) Indicate the student's preferred reading method. (Check One)

a. Visual (Visual-Tek/Apollo, large print, etc.) _____
b. Auditory (Talking Books, volunteer reader, Kurzweil reading machine, cassette recorder/player, etc.) _____
c. Tactile (Braille, etc.) _____
d. Other: (Explain briefly)

_____

_____

PLEASE COMPLETE AND RETURN BY MAY 25, 1981

NOTE: DATA COLLECTED ON CIRCLED ITEMS (#14 & #15) IS NOT REPORTED IN THIS STUDY.

STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

Lansing, Michigan 48909

PHILLIP E. RUNKEL
Superintendent
of Public Instruction

STATE BOARD OF EDUCATION
(with years when terms expire)
1983
SILVERENIA Q. KANOYTON
BARBARA ROBERTS MASON
1985
DR. GUMECINDO SALAS
JOHN WATANEN, JR.
1987
BARBARA DUMOUCHELLE
ANNETTA MILLER
1989
NORMAN OTTO STOCKMEYER, SR.
DR. EDMUND F. VANDETTE
Ex-Officio
GOV. WILLIAM G. MILLIKEN

May 11, 1981

Dear Concerned Parent,

We need your help!

The Michigan Department of Education - Special Education Services Area is conducting a study of students who have attended the Michigan School for the Blind for the State Board of Education. Answers to the enclosed questionnaire will provide us with some data needed for the completion of this project. It will likewise provide us with insight into concerns, particularly as they relate to the educational programs for visually impaired students in Michigan and lend direction to our planning activities towards enhancement of current services. It is very important that all questions that pertain to your student are answered as the validity of the study depends much on a complete response.

All information that we receive will remain confidential. We will report only aggregate data to the State Board of Education. Names of individual students will not appear in the final report.

Please complete the questionnaire and return it by May 25, 1981. I will follow-up with you by telephone if I have not received your response by the deadline.

Thank-you in advance for your cooperation and support in helping to bring this project to successful completion.

Sincerely,

Deborah Livingston-White, Ed.D.

Deborah Livingston-White, Ed.D.
Special Education Consultant for
Visually Impaired

STUDY OF THE MICHIGAN SCHOOL FOR THE BLIND
PARENT QUESTIONNAIRE

Directions: Please complete the questionnaire and return in the enclosed envelope by May 25, 1981 to Deborah Livingston-White, Michigan Department of Education, Special Education Services Area, P.O. Box 30008, Lansing, Michigan 48909. If you have questions, you may contact Dr. Livingston-White at (517) 373-0923.

Student Name: _____ Age: _____ Sex: M F

Parent Address: _____ Phone: _____ (A/C)

_____ Zip Code

1. Current Special Education Program/Services:

School Building: _____

Address: _____

_____

Phone: _____ (A/C) Contact Person: _____ (Special Education Teacher)

2. How appropriate is student's current placement? (Check one only)

a. Not Appropriate _____
b. Somewhat Appropriate _____
c. Most Appropriate _____

3. Which agency instructed the student in the following skills:

	Not Applicable	MSB	Local School	Both MSB and Local School	
a. Low Vision Aids	___	___	___	___	(a)
b. Read & Write Braille	___	___	___	___	(b)
c. Slate and Stylus	___	___	___	___	(c)
d. Braille Writer	___	___	___	___	(d)
e. Optacon	___	___	___	___	(e)
f. Visual-Tech./Apollo	___	___	___	___	(f)
g. Talking Books	___	___	___	___	(g)
h. Kursweil Reading Machine	___	___	___	___	(h)
i. Large Print	___	___	___	___	(i)
j. Cassette Recorder/Player	___	___	___	___	(j)
k. Talking Calculator	___	___	___	___	(k)
l. White Cane	___	___	___	___	(l)
m. Skills of Daily Living	___	___	___	___	(m)
n. Leisure Skills	___	___	___	___	(n)
o. Electronic Mobility Aids	___	___	___	___	(o)
p. Home Economics	___	___	___	___	(p)
q. Industrial Arts	___	___	___	___	(q)
r. Physical Education	___	___	___	___	(r)
s. Art	___	___	___	___	(s)
t. Music	___	___	___	___	(t)
u. Vocational Training	___	___	___	___	(u)
v. Writes Name	___	___	___	___	(v)
w. Other: _____	___	___	___	___	(w)

IF THE STUDENT IS CURRENTLY ENROLLED AT MSB, GO TO QUESTION #5.

4. Are the skills that your child learned at MSB being used in the present educational situation? Yes ___ No ___

Explain briefly: _____

_____

_____

(5.) How does your child function relative to the following areas: (Indicate "Satisfactory" or "Unsatisfactory")

	Satisfactory	Unsatisfactory	
a. Academic performance	_____	_____	(a)
b. Social adjustment	_____	_____	(b)
c. Ability to assume responsibility	_____	_____	(c)
d. Ability to use leisure time/extra curricular activities	_____	_____	(d)
e. Ability to work independently	_____	_____	(e)

Explain briefly: _____

_____

_____

(6.) What do you foresee for your student in the future?

	Yes	No	
a. Drop out at age 16 or prior to graduation	___	___	(a)
b. Graduation before age 26	___	___	(b)
c. Graduation/termination at age 26	___	___	(c)
d. Further vocational training	___	___	(d)
e. College/University	___	___	(e)
f. Other(s) - Specify: _____			

_____

7. Why was the student placed at MSB?

	Yes	No	
a. Recommendation by the Educational Planning Committee	___	___	(a)
b. Recommendation of another state agency	___	___	(b)
c. Need for residential placement	___	___	(c)
d. Need for specialized services for students who have both hearing and vision losses	___	___	(d)
e. Need for orientation and mobility instruction	___	___	(e)
f. Need for vocational training	___	___	(f)
g. Parents decision	___	___	(g)
h. Student too severely handicapped to be served in local school programs	___	___	(h)
i. Residential placement was for least restrictive educational environment at the time	___	___	(i)
j. Other(s) - Specify: _____			

_____

NOTE: Data collected on circled items (#5 and #6) is not reported in this study.

IF STUDENT IS ENROLLED AT MSB, GO TO QUESTION #9.

8. If the student has returned to the local school district, why did the student leave MSB?

	Yes	No	
a. Local program was most appropriate placement	___	___	(a)
b. Local program provided least restrictive environment at this time	___	___	(b)
c. Parents want the student at home	___	___	(c)
d. Local school provides all necessary programs and services	___	___	(d)
e. Student no longer needs residential placement	___	___	(e)
f. Student is too severely impaired and needs services not offered at MSB. Explain:	___	___	(f)

_____

_____

h. Other(s) - Specify: _____

_____

_____

9. Do you feel that your student benefited from educational experience at MSB? Explain briefly: Yes ___ No ___

_____

_____

_____

10. What benefit(s) do you see from the educational program at MSB that is <u>not</u> available in the local school district?

_____

_____

_____

11. What benefit(s) do you see from the local school program that is <u>not</u> available at MSB?

_____

_____

_____

APPENDIX C

STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

Lansing, Michigan 48909

PHILLIP E. RUNKEL
Superintendent
of Public Instruction

May 15, 1981

STATE BOARD OF EDUCATION
(with years when terms expire)
1983
SILVERENIA Q. KANSYTON
BARBARA ROBERTS MASON
1985
DR. GUMECINDO SALAS
JOHN WATANEN, JR.
1987
BARBARA DUMOUCHELLE
ANNETTA MILLER
1989
NORMAN OTTO STOCKMEYER, SR.
DR. EDMUND F. VANDETTE
Ex-Officio
GOV. WILLIAM G. MILLIKEN

Dear Director of Special Educatien,

We need your help!

The Michigan Department of Education - Special Education Services Area is conducting a study for the State Board of Education on students who have attended the Michigan School for the Deaf. Answers to the enclosed questionnaire will provide us with some data needed for the completion of this project. It will likewise provide us with insight into concerns, particularly as they relate to the educational programs for hearing impaired students in Michigan and lend direction to our planning activities towards enhancement of current services. It is very important that all questions that pertain to each student are answered as the validity of the study depends much on a complete response.

All information that we receive will remain confidential. We will report only aggregate data to the State Board of Education. Names of individual students will not appear in the final report.

Please forward the enclosed materials to the Teacher/Consultant of the Hearing Impaired immediately. You can help by assuring that the enclosed questionnaire is completed and returned by May 25, 1981.

Dr. Deborah Livingston-White, Special Education Consultant, is coordinating this project. She can answer any questions you may have regarding this project. Please feel free to contact her (517) 373-0923.

Thank you in advance for your cooperation and support in helping to bring this project to successful completion.

Sincerely,

Murray O. Batten

Murray O. Batten, Director
Special Education Services

MOB:sf

STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

Lansing, Michigan 48909

PHILIP E. RUNKEL
Superintendent
of Public Instruction

STATE BOARD OF EDUCATION
(with years when terms expire)
1983
SILVERENIA Q. KANOYTON
BARBARA ROBERTS MASON
1985
DR. GUMECINDO SALAS
JOHN WALANEN, JR.
1987
BARBARA DUMOUCHELLE
ANNETTA MILLER
1989
NORMAN OTTO STOCKMEYER, SR.
DR. EDMUND F. VANDETTE
Ex-Officio
GOV. WILLIAM G. MILLIKEN

May 15, 1981

Dear Teacher/Consultant of the Hearing Impaired,

We need your help!

The Michigan Department of Education - Special Education Services Area is conducting a study on students who have attended the Michigan School for the Deaf for the State Board of Education. Answers to the enclosed questionnaire will provide us with some data needed for the completion of this project. It will likewise provide us with insight into concerns, particularly as they relate to the educational programs for hearing impaired students in Michigan and lend direction to our planning activities towards enhancement of current services. It is very important that all questions that pertain to each student are answered as the validity of the study depends much on a complete response.

All information that we receive will remain confidential. We will report only aggregate data to the State Board of Education. Names of individual students will not appear in the final report.

Please complete the questionnaire and return it by May 25, 1981. I will follow-up with you by telephone if I have not received your response by the deadline.

Thank-you in advance for your cooperation and support in helping to bring this project to successful completion.

Sincerely,

Deborah Livingston-White, Ed.D.

Deborah Livingston-White, Ed.D.
Special Education Consultant

DL-W/sf

MICHIGAN SCHOOL FOR THE DEAF QUESTIONNAIRE

The Michigan Department of Education is conducting a study on students who have attended the Michigan School for the Deaf for the State Board of Education. Your answers to the following questionnaire items will provide us with some data needed to complete this project. It will, likewise, provide us with insight into your concerns, particularly as they relate to your students' educational program, and lend direction to our planning activities towards enhancement of current services.

It is imperative that you respond to all questions that pertain to your student as the validity of the study depends much on your input.

Please return the completed questionnaire by May 25, 1981, to Deborah Livingston-White, Michigan Department of Education, Special Education Service Area, P.O. Box 30008, Lansing, Michigan 48909. If you have questions, you may contact Dr. Livingston-White at (517) 373-0923.

Your Name: _____ Business Phone: _____
(Optional) (A/C)

Employing School District: _____

Grade or Subject Taught: _____ Role or Title: _____

Type of Program Taught (Check One)

Regular Ed. Program: _____ Subjects: _____

Special Ed. Program: _____ Special Ed. Certification/Approval Area(s) _____

Student Name: _____ Birth Date: _____ Age: _____

Address: _____ Sex: M F

_____

Date Student Left MSD: _____ Length of Stay at MSD: __ Yrs. ____ Months

Current District Providing Services: (ISD) _____

(LEA) _____

Grade or Program/Level: _____

Check MSD Program that Applies to this Student:

MSD Day School Program: _____ MSD Residential Program: _____

1. What is the student's primary special education impairment category? Check (✓) one letter from 'a' to 'j'; Check (✓) all secondary characteristics that apply.

	Primary Impairment	Secondary Characteristic(s)
a. Hearing Impaired	_____	_____ (a)
b. Visually Impaired	_____	_____ (b)
c. Severely Multiply Impaired		
(1) Deaf-Blind	_____	_____ (1)
(2) Other than Deaf-Blind	_____	_____ (2)
d. Severely Mentally Impaired	_____	_____ (d)
e. Educable Mentally Impaired	_____	_____ (e)
f. Trainable Mentally Impaired	_____	_____ (f)
g. Emotionally Impaired	_____	_____ (g)
h. Specific Learning Disability	_____	_____ (h)
i. Physically & Otherwise Health Impaired	_____	_____ (i)
j. Speech and Language Impaired	_____	_____ (j)

2. How appropriate is student's current placement? (Check One)

a. Not Appropriate	_____
b. Somewhat Appropriate	_____
c. Most Appropriate	_____

3. What is a student's aided decibel loss in at 500, 1k, 2k (speech frequencies)?

	Right Ear	Left Ear
a. Mild (20-50 db)	_____	_____ (a)
b. Moderate (50-70 db)	_____	_____ (b)
c. Severe (70-90 db)	_____	_____ (c)
d. Profound (90 + db)	_____	_____ (d)

Other pertinent information:

_____

_____

IF STUDENT IS CURRENTLY ENROLLED AT MSD, GO TO QUESTION #5.

MSD STAFF SHOULD OMIT THIS QUESTION. GO TO QUESTION #5.

4. If the student has returned from MSD to a local school program, has the student transferred skills to his present educational situation? Please explain: Yes ___ No ___

_____

_____

_____

(5.) How does this student perform in comparison to other HI students with similar ability levels who have not attended MSD?

	Below Other HI Students	Same as Other HI Students	Better than Other HI Students	
____ No Means of Making This Comparison				
a. Academic performance	____	____	____	(a)
b. Social adjustment	____	____	____	(b)
c. Ability to assume responsibility	____	____	____	(c)
d. Ability to use leisure time/extra curricular activities	____	____	____	(d)
e. Ability to work independently	____	____	____	(e)

Explain briefly: _____

_____

_____

(6.) What do you foresee for this student in the future?

	Yes	No	
a. Drop out at age 16 or prior to graduation	____	____	(a)
b. Graduation before age 26	____	____	(b)
c. Graduation/termination at age 26	____	____	(c)
d. Further vocational training	____	____	(d)
e. College/University	____	____	(e)
f. Other(s) - Specify: _____			

_____

_____

7. Why was student placed at MSD?

	Yes	No	
a. Recommendation by Educational Planning Committee	____	____	(a)
b. Recommendation of another state agency	____	____	(b)
c. Need for residential placement	____	____	(c)
d. Need for specialized services for students who have both hearing and vision losses	____	____	(d)
e. Need for specialized instruction in communication	____	____	(e)
f. Need for vocational training	____	____	(f)
g. Parents decision	____	____	(g)
h. Student too severely handicapped to be served in local school programs	____	____	(h)
i. Residential placement was for least restrictive educational environment at the time	____	____	(i)
j. Other(s) - Specify: _____			

_____

_____

NOTE: Data collected on circled items (#5 and #6) is not reported in this study.

IF STUDENT IS CURRENTLY ENROLLED AT MSD, GO TO QUESTION #9.

8. If the student has returned to the local school district, why did the student leave MSD?

	Yes	No	
a. Local program was recommended by Educational Planning Committee	____	____	(a)
b. Local program provided least restrictive environment at this time	____	____	(b)
c. Parents want the student at home	____	____	(c)
d. Local school provides all necessary programs and services	____	____	(d)
e. Student no longer needs residential placement	____	____	(e)
f. Student is too severely impaired and needs services not offered at MSD. Explain:	____	____	(f)

_____

_____

g. Other(s) - Specify: _____

_____

9. Do you feel that the student benefited from educational experience at MSD? Explain briefly: Yes ___ No ___

_____

_____

_____

10. What benefit(s) do you see for this student from the educational program at MSD that is not available in the local school district?

_____

_____

_____

11. What benefit(s) do you see for this student from the local school program that is not available at MSD?

_____

_____

_____

NOTE TO MSD STAFF: If the student has returned to a local school district, STOP.

12. Describe the type of special education program and services the student is currently receiving and are included in the current IEP (Check all that apply):

a.	Teacher Consultant Services	_____ (a)
b.	Special Education Classroom Part-Time; ____% in Regular Education	_____ (b)
c.	Special Education Full-Time	_____ (c)
d.	Occupational Therapy	_____ (d)
e.	Physical Therapy	_____ (e)
f.	Orientation and Mobility	_____ (f)
g.	School Social Worker	_____ (g)
h.	Speech and Language Therapy	_____ (h)
i.	Adaptive Physical Education	_____ (i)
j.	Other: _____	_____ (j)

13. Please answer the following questions based on the student's current performance and activities in the school program. Does the student:

		Yes	No	
a.	Wear a hearing aid?	_____	_____	(a)
b.	Wear glasses?	_____	_____	(b)
c.	Use low vision aids? Describe: _____	_____	_____	(c)
d.	Use a slate and stylus?	_____	_____	(d)
e.	Read and write Braille?	_____	_____	(e)
f.	Use a Braille Writer?	_____	_____	(f)
g.	Participate in Home Economics? If no, why not? _____	_____	_____	(g)
h.	Participate in Industrial Arts? If no, why not? _____	_____	_____	(h)
i.	Participate in Vocational Training? If no, why not? _____	_____	_____	(i)
j.	Participate in Athletics? If no, why not? _____	_____	_____	(j)

14. Please list subject/course work in which the student currently participates in Regular Education.

SUBJECT	Hrs./Week	SUBJECT	Hrs./Week
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

NOTE: Data collected on circled items (#12 and #14) is not reported in this study.

15. Indicate student's preferred communication method/style(s) using the following CODE:

CODE

1 - "Preferred method"
2 - "Can use this method, but does not prefer it"
3 - "Does not know how to use this method"

_____a. Signing
_____b. Lip Reading
_____c. Total Communication
_____d. Writing
_____e. Speech
_____f. Interpreter
_____g. Other: _____

16. Do you feel that your student's communication skills are adequate for:

	Yes	No	
a. School Work?	____	____	(a)
b. Family Living?	____	____	(b)
c. Social Life?	____	____	(c)
d. Employment?	____	____	(d)

17. Does your student own or have access to the following equipment?

	Yes	No	
a. Hearing Aid	____	____	(a)
b. TTY or TDD	____	____	(b)
c. Closed Caption TV Unit	____	____	(c)

PLEASE COMPLETE AND RETURN BY MAY 25, 1981

NOTE: Data reported on circled items (#15, #16 and #17) is not reported in this study.

STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

Lansing, Michigan 48909

PHILLIP E. RUNKEL
Superintendent
of Public Instruction

STATE BOARD OF EDUCATION
(with years when terms expire)
1983
SILVERENIA Q. KANOYTON
BARBARA ROBERTS MASON
1985
DR. GUMECINDO SALAS
JOHN WATANEN, JR.
1987
BARBARA DUMOUCHELLE
ANNETTA MILLER
1989
NORMAN OTTO STOCKMEYER, SR.
DR. EDMUND F. VANDETTE
Ex-Officio
GOV. WILLIAM G. MILLIKEN

May 15, 1981

Dear Concerned Parent,

We need your help!

The Michigan Department of Education - Special Education Services Area is conducting a study of students who have attended the Michigan School for the Deaf for the State Board of Education. Answers to the enclosed questionnaire will provide us with some data needed for the completion of this project. It will likewise provide us with insight into concerns, particularly as they relate to the educational programs for hearing impaired students in Michigan and lend direction to our planning activities towards enhancement of current services. It is very important that all questions that pertain to your student are answered as the validity of the study depends much on a complete response.

All information that we receive will remain confidential. We will report only aggregate data to the State Board of Education. Names of individual students will not appear in the final report.

Please complete the questionnaire and return it by May 25, 1981. I will follow-up with you by telephone if I have not received your response by the deadline.

Thank-you in advance for your cooperation and support in helping to bring this project to successful completion.

Sincerely,

Deborah Livingston-White, Ed.D.

Deborah Livingston-White, Ed.D.
Special Education Consultant

DL-W/sf

STUDY OF THE MICHIGAN SCHOOL FOR THE DEAF
PARENT QUESTIONNAIRE

Directions: Please complete the questionnaire and return in the enclosed envelope by May 25, 1981 to Deborah Livingston-White, Michigan Department of Education, Special Education Services Area, P.O. Box 30008, Lansing, Michigan 48909. If you have questions, you may contact Dr. Livingston-White at (517) 373-0923.

Student Name: _____ Age: _____ Sex: M F

Day School Program Only _____ Residential Program _____

Parent Address: _____ Phone: _____ (A/C)

_____ Zip Code

1. Current Special Education Program/Services:

School Building: _____

Address: _____

_____ Zip Code

Phone: _____ (A/C) Contact Person: _____ (Special Education Teacher)

2. How appropriate is student's current placement? (Check one only)

a. Not Appropriate _____
b. Somewhat Appropriate _____
c. Most Appropriate _____

3. Which agency instructed the student in the following skills:

	Not Applicable	MSD	Local School	Both MSD and Local School	
a. Signing	___	___	___	___	(a)
b. Lip Reading	___	___	___	___	(b)
c. Total Communication	___	___	___	___	(c)
d. Speech and Language Therapy	___	___	___	___	(d)
e. TTY or TTD	___	___	___	___	(e)
f. Skills of Daily Living	___	___	___	___	(f)
g. Leisure Skills	___	___	___	___	(g)
h. Home Economics	___	___	___	___	(h)
i. Industrial Arts	___	___	___	___	(i)
j. Physical Education	___	___	___	___	(j)
k. Art	___	___	___	___	(k)
l. Music	___	___	___	___	(l)
m. Vocational Training	___	___	___	___	(m)
n. Specify Program: _____					

IF THE STUDENT IS CURRENTLY ENROLLED AT MSD, GO TO QUESTION #5.

4. Are the skills that your child learned at MSD being used in the present educational situation? Yes ___ No ___

Explain briefly: _____

_____

(5.) How does your child function relative to the following areas? (Indicate "Satisfactory" or "Unsatisfactory")

	Satisfactory	Unsatisfactory	
a. Academic performance	____	____	(a)
b. Social adjustment	____	____	(b)
c. Ability to assume responsibility	____	____	(c)
d. Ability to use leisure time/extra curricular activities	____	____	(d)
e. Ability to work independently	____	____	(e)

Explain briefly: _____

_____

(6.) What do you foresee for your student in the future?

	Yes	No	
a. Drop out at age 16 or prior to graduation	___	___	(a)
b. Graduation before age 26	___	___	(b)
c. Graduation/termination at age 26	___	___	(c)
d. Further vocational training	___	___	(d)
e. College/University	___	___	(e)
f. Other(s) - Specify: _____			

_____

7. Why was the student placed at MSD?

	Yes	No	
a. Recommendation by the Educational Planning Committee	___	___	(a)
b. Recommendation of another state agency	___	___	(b)
c. Need for residential placement	___	___	(c)
d. Need for specialized services for students who have both hearing and vision losses	___	___	(d)
e. Need for specialized instruction for communication skills	___	___	(e)
f. Need for vocational training	___	___	(f)
g. Parents decision	___	___	(g)
h. Student too severely handicapped to be served in local school programs	___	___	(h)
i. Residential placement was for least restrictive educational environment at the time	___	___	(i)
j. Other(s) - Specify: _____			

_____

_____

NOTE: Data collected on circled items (#5 and #6) is not reported in this study.

IF THE STUDENT IS ENROLLED AT MSD, GO TO QUESTION #9.

8. If the student has returned to the local school district, why did the student leave MSD?

	Yes	No	
a. Local program was most appropriate placement	___	___	(a)
b. Local program provided least restrictive environment at this time	___	___	(b)
c. Parents want the student at home	___	___	(c)
d. Local school provides all necessary programs and services	___	___	(d)
e. Student no longer needs residential placement	___	___	(e)
f. Student is too severely impaired and needs services not offered at MSD. Explain:	___	___	(f)

_____

_____

_____

h. Other(s) - Specify: _____

_____

_____

9. Do you feel that your student benefited from educational experience at MSD? Explain briefly: Yes ___ No ___

_____

_____

_____

10. What benefit(s) do you see from the educational program at MSD that is not available in the local school district?

_____

_____

_____

11. What benefit(s) do you see from the local school program that is <u>not</u> available at MSD?

_____

_____

_____

PLEASE COMPLETE AND RETURN BY MAY 25, 1981.